DOCUMENT RESUME

ED 258 467 FL 015 095

AUTHOR	Wolfsfeld, Lynn
TITLE	EDAC Test Collection Catalogue: A Description of Tests for Use in Bilingual Education Programs.
INSTITUTION	Evaluation, Dissemination and Assessment Center for Bilingual Education, Cambridge, MA.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	81
NOTE	64p.
AVAILABLE FROM	Evaluation, Dissemination, and Assessment Center, Lesley College, 49 Washington Ave., Cambridge, MA 02140 ($3.00).
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Bilingual Education; Chinese; English (Second Language); French; Guides; *Information Sources; Intelligence Tests; Language Dominance; Language Proficiency; *Language Tests; Portuguese; Self Concept; Spanish; *Test Use

ABSTRACT

The descriptions of 200 tests for a variety of language groups are designed for use with the test file maintained by the Evaluation, Dissemination, and Assessment Center for Bilingual Education (EDAC). The content areas covered include reading, mathematics, self-concept, language dominance, language proficiency, and intelligence. Tests are included for all age ranges, and are produced by commercial publishers and local school districts. They are organized into sections of Chinese-language, French-language, Portugese-language, Spanish-language and English-as-a-second-language tests, tests of general interest, and tests in other languages. Each description includes the test name, author, publisher, date of publication, stated purpose, group or individual administration, intended grade level(s), subareas or subtests, intended language group, administration time, and cost (when available). The specific test components available for review in the EDAC file are also listed. The listing includes most of the tests commonly used in bilingual education programs. (MSE)

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EDAC TEST COLLECTION CATALOGUE: A DESCRIPTION OF TESTS FOR USE IN BILINGUAL EDUCATION PROGRAMS

by

Lynn Wolfsfeld

FL 015 095

EVALUATION, DISSEMINATION AND ASSESSMENT CENTER FOR
BILINGUAL EDUCATION AT LESLEY COLLEGE
49 Washington Avenue

Cambridge, MA 02140

1981

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$3.00

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INTRODUCTION

This catalogue of test descriptions is intended to be used in conjunction with the test collection file maintained at the Evaluation, Dissemination and Assessment Center for Bilingual Education. The over 200 tests described in the catalogue are part of the EDAC test collection file. The tests maintained in the file system are for diverse language groups. Among the content areas covered are reading, mathematics, self concept, language dominance, language proficiency, and intelligence. Grade levels and ages for which the tests are intended range from pre-school to adult. Tests included in this collection have been developed either by commercial publishers or by local school districts.

The tests are organized into the following sections: Chinese Language Tests, French Language Tests, Portuguese Language Tests, Spanish Language Tests, English as a Second Language Tests, Tests of General Interest and Tests in Other Languages. Within each of these categories tests are arranged alphabetically by title. One should note that the order in which the tests are described in the catalogue is the same order in which the tests are arranged in the test collection file. The only times when this is not true are in those cases in which a test might fall into either of two categories i.e. Spanish Language Tests and Tests of General Interest. In a case such as this the test is described in both places in the catalogue but is only filed in one place in the test collection file. Therefore, an individual utilizing this system should always check to see if a particular test is cross referenced before determining that a copy of the test is not available.

Each test description includes the name of the test, the author, the publisher, the date of publication, the purpose of the test as stated by the authors, whether the test is intended for group or individual administration, the grade level(s) for which the test is intended, subareas or subtests, language group(s) for which the test is intended, adminstration time and, where available, cost information. At the end of each description the specific components of the test available for review in the EDAC test collection file are listed.

Tests maintained in the test collection file are open for review by the public. Interested individuals are welcome and encouraged to visit EDAC in order to review tests. Assistance from trained staff members is available to those who need help in selecting appropriate test instruments for use in their bilingual programs. Persons interested in reviewing the tests in the EDAC test collection file might find it beneficial to browse through this catalogue for an idea of the specific tests they would like to see. The test descriptions in this catalogue should be read critically and the information should always be double checked by reading the technical manual included in the test collection file. When possible a quality review of the test should be read by a potential user.

It should be noted here that selecting tests for use in bilingual programs is a fairly complex process. Before making a final decision a potential user should ascertain: that the purpose for which he intends to use the test is the same as is stated in the technical manual as the purpose of the testing instrument; and, that the students with whom he/she intends to use the test are comparable ethnically, linguistically and

agewise with the students for which the test was originally developed and for whom the norms were established. The test should also be carefully reviewed for racial, ethnic, linguistic, sexual and socioeconomic bias. It is beyond the scope of this introduction to delve more deeply into the issue of test selection. Several sources listed in the resource section cover this area in more depth.

The EDAC test collection file, though not exhaustive, includes many of the tests most commonly utilized in bilingual education programs. The staff at EDAC is making an intense effort to acquire new holdings as well as updated versions of tests already included in the test collection file. To reflect new acquisitions and updated versions this test description catalogue will be updated semiannually.

IMPORTANT NOTE

In many of the test descriptions throughout this catalogue, readers are urged to refer to the following resources: ETS, Buros, DeGeorge, B.E.A.R.U. and Santillana. Because of the way the RESOURCES section on page iv is set up, it is not immediately apparent which of the resources is meant when a reader is told to refer to Santillana, for example. The chart below, therefore, is intended to enable the reader to cross-reference the resource suggested in the test description with the resource as it is listed in the section entitled RESOURCES on page iv. Once the reader has cross-referenced the resources, s/he will be able to locate the ones in which s/he is interested, either in the EDAC library or in the special file maintained as part of the test collection file.

Resource as listed in Test Description	Resource as listed in RESOURCE section, page iv. (listed in alphabetical order by title)
B.E.A.R.U.	These initials stand for Bilingual Education Applied Research Unit. The title of the publication referred to is Tests in Spanish and Other Languages, English as a Second Language and Non Verbal Tests for Bilingual Programs: An Annotated B.E.A.R.U. Bibliography.
Buros	This is the name of the author. It refers to one of three publications: Reading Tests and Reviews II: A Monograph Consisting of Reading Section of the Seventh Mental Measurements Yearbook (1972) and Tests in Print (This should be consulted if the test is a reading test); The Seventh Mental Measurements Yearbook; and Tests in Print II an Index of Tests, Test Reviews and the Literature of Specific Tests (These latter two publications should both be consulted as they both might include information about and further references to a particular test).
DeGeorge	This is the name of the author. It refers to one of two publications. If the test is a Spanish language test, it refers to Selected Classified Test List for Spanish Speaking Bilingual Students. If the test is a Portuguese language test, it refers to Test List for Portuguese Speaking Bilingual Students.
ETS	This is the acronym for Educational Testing Service. It refers to either of the following publications: Tests for Spanish Speakers, Ages 10 - Adult; Tests for Spanish Speakers, Grades 4-6; Tests for Spanish Speakers, Grades 7 and above; and, Tests for Spanish Speakers, Preschool to Grade 3. To get a sense of the specific publication you need to refer to, take a look at the grade level for which the test is intended, translate that into an approximate age range and look up the particular publication intended for that age group.
Santillana	This is the name of the publishing company. It refers to the publication entitled, A Guide to Assessment Instruments for Limited English Speaking Students.

RESOURCES

The resources listed below are available for review at the Evaluation, Dissemination and Assessment Center for Bilingual Education. Resources followed by one star * are to be found in a special file located near the actual test collection files. Resources followed by two stars ** are to be found in the EDAC library. Some of the resources may be found in both locations.

Users of this system should take note of the code letters following each bibliography. These code letters indicate the primary focus of the particular resource. The codes are as follows:

QR This code indicates that the resource provides the reader with a quality review of the tests. Tests are discussed and analyzed on the basis of technical soundness and on the basis of appropriateness of use with various populations.

TD This code indicates that the resource includes descriptions of tests. Users may wish to refer to a resource of this type in order to identify tests not included in the EDAC test collection catalogue or in order to confirm what is written in the catalogue.

TS This code indicates that the resource discusses test selection criteria, i.e. how to choose a test.

Assessment Instruments for the Evaluation of Non-English Speaking Handicapped Students. Amparo Ross, Carol Fineman. Dade County Public Schools, F.D.L.R.S. - South, Miami, Florida 33155. 1981.* TD.

A Description and an Analysis of Tests for the Bilingual Child. Dal S. Symes, ERIC Reports (ED128 359), Washington, DC. 1975.** QR, TD.

Descriptive Summary of Language Proficiency Tests. Charlene Rivera, Celeste E. Freytes, Language Assessment Program, Bilingual Resource Training Center, Boston, MA. 1980.* TD.

Evaluating Bilingual Education Programs. Bernard H. Cohen, Teaching Resources Corporation, Hingham, MA. 1979.** QR, TD, TS.

Evaluation Instruments for Bilingual Education: An Annotated Bibliography. Dissemination and Assessment Center for Bilingual Education. Austin, TX. 1975.* TD.

A Guide to Assessment Instruments for Limited English Speaking Students. Barbara P. Pletcher, Nancy A. Locks, Dorothy F. Reynolds, Bonnie G. Sisson, Santillana Publishing Co., New York, NY. 1978.* QR, TD.

News On Tests. Barbara M. Wildemuth, editor. Test Collection, Educational Testing Service (ETS), Princeton, NJ. 1979.* TD.

Oral Language Tests for Bilingual Students: An Evaluation of Language Dominance and Proficiency Instruments. Robert J. Silverman, Joslyn K. Noa, Randall H. Russell, Northwest Regional Educational Laboratory, Portland, OR. 1977.** QR, TD, TS.

A Qualitative Review of Instruments used in Bilingual Education Programs in California. CABE Bilingual/Bicultural Test Evaluation Conference, Bilingual Media Productions, Inc. Berkeley, CA. 1978.** QR, TD.

Reading Tests and Reviews II: A Monograph Consisting of Reading Section of the Seventh Mental Measurements Yearbook (1972) and Tests in Print (1974) Oscar Krisen Buros, The Gryphon Press, Highland Park, NJ. 1975.** QR, TD.

Reading Tests for the Secondary Grades: A Review and Evaluation. William Blanton, Roger Farr, and J. Joap Tuinman, International Reading Association, Newark, DE. 1972.** QR, TD, TS.

Selected Classified Test List for Spanish-Speaking Bilingual Students. George De George, Evaluation, Dissemination and Assessment Center/Lesley College, Cambridge, MA. 1977.* TD.

The Seventh Mental Measurements Yearbook. Oscar Krisen Buros, The Gryphon Press, Vol. I & II, Highland Park, NJ. 1972.** QR, TD.

Some Guidelines for the Selection of Assessment Instruments for Students of Limited English Proficiency. Marjorie E. Herrmann, Bilingual Resource and Training Center, Boston University, Boston, MA. 1979.* TD, TS.

"Test Review: ELNAS-ERA Language Needs Assessment System." Bilingual Resources, Vol 3, No. 2, National Dissemination and Assessment Center, Los Angeles, CA. 1980.* QR.

Tests In Print II: An Index to Tests, Test Reviews and the Literature of Specific Tests. Oscar Krisen Buros, The Gryphon Press, Highland Park, NJ. 1974.** QR, TD.

Test Selection and Test Assessment Criteria For Bilingual Educators. George De George, Evaluation Dissemination and Assessment Center/Lesley College, Cambridge, MA. 1977.* TS.

Tests that Measure Language Ability: A Descriptive Compilation. Thomas J. Bye, Bay Area Bilingual Education League (B.A.B.E.L.), Berkeley, CA. 1979.** TD.

Test List for Portuguese-Speaking Bilingual Students. George De George, Evaluation Dissemination & Assessment Center for Bilingual Education. Cambridge, MA. 1977.* TD.

Tests in Spanish and Other Languages, English as a Second Language and Non Verbal Tests for Bilingual Programs: An Annotated B.E.A.R.U. Bibliography. Alan Ehrlich, Roselin Ehrlich, Bilingual Education Applied Research Unit (B.E.A.R.U.). Project BEST, New York Consortium on Bilingual Education, Hunter College, New York, NY. 1975.* TD.

Tests for Spanish Speakers Ages 10-Adult. Test Collection, Educational Testing Service, Princeton, NJ. March, 1978.* TD.

Tests for Spanish Speakers Pre-school- Grade 3. Test Collection, Educational Testing Service, Princeton, NJ. March, 1978.* TD.

Tests for Spanish Speakers Grades 4-6. Test Collection, Educational Testing Service, Princeton, NJ. March, 1978.* TD.

Tests for Spanish Speakers Grades 7 and above. Test Collection, Educational Testing Service, Princeton, NJ. March, 1978.* TD.

In addition to utilizing the EDAC test collection file potential users of tests may be interested in pursuing their search for an appropriate test. Within walking distance of EDAC is Gutman Library, the Harvard education library. This library is open to the public and maintains a test collection in microfiche form. Many tests for use in bilingual programs are available at this library. A last resource is available from ETS. This is called Tests in Microfiche: A Collection of Unpublished Research Instruments. Interested persons should write ETS Test Collection, Educational Testing Service, Princeton, NJ 08540.

CHINESE LANGUAGE TESTS

ATTITUDE TEST FOR ASIAN STUDENTS (Self Concept). Developed by Eleanor Chiang. Sacramento City Unified School District. Administration Building, 1619 N. Street, P.O. Box 2271, Sacramento, CA 95810.

For grades K-6. EDAC test collection includes copy of test andinstructions to teacher.

CANTONESE AS A SECOND LANGUAGE PROFILE. Chinese Bilingual Pilot Program. San Francisco Unified School District, San Francisco, CA 94112. Revised 1976.

EDAC test collection includes copy of level I profile form. Grade level not specified.

CHINESE CULTURAL ENRICHMENT TEST. Office of Bilingual Education, Oakland Unified School District, 1025 2nd Avenue, Oakland, CA 94606. 1978.

EDAC test collection includes copies of test for levels I and II. Instructional manual not included. Grade level not specified.

CHINESE TEST OF ORAL PROFICIENCY. BABEL(Bay Area Bilingual Education League. 1414 Walnut Street, Berkeley, CA 94709.

EDAC test collection includes booklet with instructions to examiner, pictures and answer sheet. Elementary level.

CLOZE TESTS IN CHINESE. Bilingual Department. Boston Public Schools, 26 Court Street, Boston, MA 02108.

EDAC test collection includes copy of cloze test in Chinese. No instructions. For further information see Cloze Test - Boston Public Schools under section on Spanish Language Tests.

READING TESTS IN CHINESE. Seattle School District, Basic Bilingual Services Project. Seattle School Department, Seattle, WA.

Levels 1 - 5. EDAC test collection includes copies of tests. No examiner's manual.

MATH TESTS IN CHINESE. Seattle School District, Basic Bilingual Services Project, Seattle School Department. Seattle, WA

Levels K - 6. EDAC test collection includes copies of tests and examiners manual.

TEST ON CHINESE NEW YEAR. Sacramento City Unified School District. Administration Building. 1619 N. Street, P.O. Box 2271. Sacramento, CA 95810.

EDAC test collection includes copy of test on selected concepts of Chinese New Year. Short introduction included.

FRENCH LANGUAGE TESTS

CASO TWO LANGUAGE BATTERY OF TESTS. Adolph Caso. Branden Press Inc., Box 843, 21 Station Street, Brookline Village, Boston, MA 02147. 1981.

For all grade levels and adults. This test is primarily a language dominance and proficiency instrument. However, may be used for other purposes. For full description refer to entry under section on Spanish Language Tests. Copy of test will be found in files under Spanish Language Test section.

FRENCH COMPREHENSION TEST. Henri C. Barik. The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, ON M5S1V6. 1977.

These tests are designed to measure the French comprehension skills of children participating in total French immersion programs. The primary level measures the comprehension skills of children after one year in the program and the level I test measures the comprehension skills of children after two years in the program. EDAC test collection includes the test manual for the primer level and the teacher's manual for level I.

FRENCH LANGUAGE TEST OF BASIC CONCEPTS. Lafayette Parish Bilingual Program, 400 Willow Street, Lafayette, LA 70501.

Levels K-4. Packet includes examiner's manual and examinee's answer book for each grade level. The kindergarten and grade I tests examine linguistic structures, reading readiness, math, and social living. Grade II test examines linguistic structures, reading, math, and social living. Grades III and IV tests examine linguistic structures, reading, writing, math, social science, and science.

INTERAMERICAN SERIES - READING. Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, TX 78284.

For general information on the Interamerican Series refer to the description under the section on Spanish Language Tests. The specific French language test from the Interamerican Series included in EDAC test collection is the Test of Reading, Level 2. Copy of test only.

TEST D'ACQUISITION DU FRANCAIS. ARTS DU LANGAGE. Bilingual Education Program, St. Martin Parish Schools, 11 Courville Street. Breaux Bridge, LA 70517. 1972. Revised 1973.

Grades K-7. Packet includes teacher's manual and copy of test for each grade level. Tests are criterion referenced. Administration time is 60 minutes per test. For further information see Santillana.

TEST D'ACQUISITION DU FRANCAIS. MATEMATIQUES. Bilingual Education Project, St. Martin's Parish, 111 Courville Street, Breaux Bridge, LA 70517. 1972. Revised in 1973.

Grades K-7. Packet includes teacher's manual and copy of test for each grade level. Tests are criterion referenced.

TEST LAVAL - TEST DE CLASSEMENT, FRANCAIS LANGUE SECONDE. Les presses de l'Universite Laval, Quebec, CANADA 1971.

For adults. Test is divided into three levels referred to as Formula A,B, and C. Packet includes questionnaires and answer sheets. The test is divided into three parts: phonetics, grammar and vocabulary.

PORTUGUESE LANGUAGE TESTS

BILINGUAL MANAGEMENT SYSTEM. The Committee for the Development of the Bilingual Management System. Supervised by Alda Brothers, Flora Lofgren, Ronald Sousa, Marie Troiano. Bilingual Multicultural Project, Hayward Unified School District, P.O. Box 5000, Hayward, CA 94540. 1975.

The Bilingual Management System is intended for use in an ungraded system. Ungraded primary corresponds to grades 1-3, ungraded intermediate corresponds to grades 4-6, and ungraded junior high corresponds to grades 7-8. Areas covered include reading readiness for the kindergarten level, reading for ungraded primary and ungraded intermediate, math for ungraded primary and ungraded intermediate, multicultural social studies for kindergarten, ungraded primary and ungraded intermediate and ESL for all levels. EDAC test collection includes a packet of materials for each of the above areas. Each of the above packets consists of a list of objectives for each grade level, a criterion referenced test, a teacher's guide and a mastery test. The multicultural social studies packet does not include the teacher's guide and the mastery test. Administration time is approximately 15 minutes per CRT and 30 minutes per mastery test, not timed. Mastery tests should be given at the end of the school year. The administrator should be fluent in Portuguese. Cost per CRT is $.05 and per mastery test booklet is $.40. The Bilingual Management System is available in Spanish and English versions also. For further information see Santillana and DeGeorge.

CASO TWO LANGUAGE BATTERY OF TESTS. Adolph Caso. Branden Press Inc., Box 843, 21 Station Street, Brookline Village, Boston, MA 02147. 1981.

For all grade levels and adults. This test is primarily a language dominance and proficiency instrument. However may be used for other purposes. For full description refer to entry under section on Spanish language tests. Copy of test will be found in files under Spanish language test section.

COOPERATIVE PRESCHOOL INVENTORY. Bettye M. Caldwell, Cooperative Tests and Services, Educational Testing Service, Princeton, NJ 08540. Revised edition 1970.

For children ages 3-6. Measures achievement in areas necessary for success in school system such as parts of body, numbers, colors, places, times of day, professions and comparisons. In Spanish and Portuguese. EDAC test collection includes copy of inventory and directions for administering and scoring. For further information see Buros.

FALL RIVER BILINGUAL EDUCATION PROGRAM. Fall River Public Schools, 128 Hartwell Street Fall River, MA 02721.

As part of its bilingual education program Fall River Public Schools has developed and sponsored the development of Portuguese language tests for the various academic areas. EDAC test collection includes copies of the following:

Ciencias Naturais (grades 6-8). Copy of test only.

Estudos Sociais (grades 5-8). Copy of test only.

Exames de Aproveitamento de Aretmetica (grade 9), Algebra (grade 10), e Geometria Analytica. Published 1977-78. Copies of tests only. Test time 40 minutes each.

General Mathematics and Algebra I Placement Test (grades 9-12). Published 1978-79. This packet consists of two 45 minute tests the purpose of which is to place newly arrived Portuguese students in the bilingual education program.

Mathematics Tests (grades 5-8). Published 1976-77. The purpose of these tests is to evaluate a student's progress at the end of an academic year. Also included is a list of objectives for each grade level.

Portuguese as a Second Language (elementary level). Copy of test only.

Portuguese Language Arts Tests (grades 5-8). Published 1974. Administration time is 60 minutes. Teacher's manual not included.

For further information see DeGeorge.

INTERAMERICAN SERIES. Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, TX 78284.

For general information on the Interamerican Series refer to the description under the section on Spanish Language Tests. Specific Portuguese language tests from the Interamerican Series included in EDAC test collection are:

Prova de Leitura (Nivel 3 - elementary, Form CEs). Copy of test and response sheet. No instructions included.

Teste de Comprehensao de Leitura (Nivel 4). Copy of test only.

For further information see Santillana.

MASSACHUSETTS EDUCATIONAL ASSESSMENT PROGRAM. Bureau of Transitional Bilingual Education, Massachusetts Department of Education, 31 St. James Avenue, Boston, MA 02116.

These tests were developed as part of the Massachusetts Educational Assessment Program to assess 9 and 13 year old native Portuguese speakers in language arts, reading, and mathematics. EDAC test collection includes copies of language arts and reading tests for 9 and 13 year olds. A copy of the examiner's manual is filed under Massachusetts Educational Assessment Program in the section on Spanish Language Tests. These tests were disapproved by the Massachusetts Advisory Council on Bilingual Education.

NEW BEDFORD BILINGUAL PROGRAM. New Bedford Public Schools, 455 County Street, New Bedford, MA 02740.

As part of its bilingual program, New Bedford Public Schools has developed and has sponsored the development of Portuguese language tests for various academic areas. EDAC test collection includes copies of the following:

Exames de Matematica (Grades 1-5,7). Copies of tests, teacher's manual, and answer key are available for grades 1,2 and 4. For grades 3,5, and 7 only copies of tests are available. For further information see DeGeorge.

Portuguese Language Arts (Grade 7). Copy of test only.

Portuguese Oral Production Test (Grades 1-2). Copies of test only.

For further information see DeGeorge.

Portuguese Reading Test (Prova de Leitura) (9-10 years and up). Copy of test only. Instructions not included. Administration time is 60 minutes. For further information see Santillana and DeGeorge.

Prova Diagnostico de Matematica. Used for placing children coming out of 4ª in Portugal into appropriate level of New Bedford Bilingual program. Developed by Project Impact (Title III). Copy of test only. For further information see De George.

Teste de Avaliacao de Aproveitamento Escolar - Leitura. (primer, primary I, primary II). Instructional manual, copy of test and score sheet. For further information see Santillana and DeGeorge.

Science (Grade 8). Copy of test only.

Social Studies (Grade 6). Copy of test only.

Vamos Aprender Portugues (Grades K-2). Based on the audiolingual ESL program - "Let's Learn English". Copies of tests and score sheets. For further information see DeGeorge.

TESTE DE APERCEPCAO INFANTIL COM FIGUARAS HUMANAS. Leopold and Sonya Bellak. CPS Inc., P.O. Box 83, Larchmont, NY 10538. 1965.

The purpose of this test is to examine the perceptions of children between the ages of 4 and 10 especially those of high mental ability. This test is based on the Children's Apperception Test (Human Figures). EDAC test Collection includes a copy of instructions in Portuguese and picture cards. For further information see Buros.

SPANISH LANGUAGE TESTS

ALIANZA BILINGUE CULTURAL PROGRESS INVENTORY. Bilingual Program, ABC Unified School District, 16700 Norwalk Boulevard, Cerritos, CA 90701. Revised 1976.

This inventory is a management system based upon the objectives of ABC Unified School District's elementary bilingual multicultural program. A continuum of objectives and subobjectives was developed to be used as an indicator of a student's progress. The areas for which continuums were developed are: Spanish oral language, Spanish reading readiness, Spanish reading, English oral language, Spanish as a second language, and multicultural objectives.

AMBIGUOUS VERBAL STIMULUS TEST TO MEASURE LANGUAGE DOMINANCE IN SPANISH - ENGLISH BILINGUALS. Gary D. Keller. Motivational Learning Programs, Inc., 1301 Hamilton Avenue, Trenton, NJ 08629. (Also available in microfiche from ETS) 1974.

The purpose of this test is to identify a student's dominant language and place him in one of seven language dominance categories. Field tested with Cuban, Dominican and Puerto Rican students. For grades 5-6. Individual administration. Tests consist of vocabulary list of 100 mixed Spanish-English words. Students read all the words and judges rate the pronunciation of critical words in Spanish and English. EDAC test collection includes copy of test and instructions. For further information see DeGeorge, B.E.A.R.U. and Santillana.

ASSESSING CHILDREN FOR EASY PRESCRIPTIVE TEACHING (ACEPT). Leslie Lewis, Thomas D. Yawkey. Center for Educational Assessment, The Economy Company, P.O. Box 25308, Oklahoma City, OK 73125. 1978.

Designed for use with children ages 4-7. Assesses child in the following developmental areas: social/emotional, perceptual/motor, and cognitive. Provides diagnosis and also furnishes developmentally structured prescriptive activities. EDAC test collection includes copy of diagnostic instrument, samples of teacher's records and samples of prescriptive activities. Spanish version.

AUSTIN SPANISH ARTICULATION TEST. Learning Concepts, 2501 N. Lamar, Austin, TX 78705. 1974.

Purpose is to assess phonemic unit production in Spanish for pre-kindergarten to grade 6. Administration time is 25 minutes. Individual administration. Hand scored. Test manual and 25 scoring forms cost $6.95. For more information see DeGeorge, B.E.A.R.U. and Santillana. EDAC test collection includes copy of test manual, instructions, copy of test and scoring sheet.

BAHIA ORAL LANGUAGE TEST (BOLT). Sam Cohen, Roberto Cruz, Raul Bravo, Bilingual Media Productions, Inc., P.O. Box 9337, North Berkeley Station, CA 94709. 1977.

This test is a comprehensive intermediate and secondary level English language dominance test that assesses oral language skills ranging from understanding simple sentence patterns to using complex syntactical forms. BOLT allows classification of students into four categories - non-English speaking, very limited English speaking, limited English speaking and English speaking. For grades 7-12. Administration time is six minutes. The BOLT English language test may be used in conjunction with the BOLT Spanish language test to determine the degree of bilingualism of a student. EDAC test collection includes the technical report for BOLT English, teacher's manual for BOLT English and BOLT Spanish, copies of tests for BOLT English and BOLT Spanish, picture booklets for BOLT English and BOLT Spanish and answer sheets for BOLT English and BOLT Spanish. Cost for one manual, picture booklet, 30 answer sheets and a class record chart is $30.00.

BARRANQUILLA RAPID SURVEY INTELLIGENCE TEST (BARSIT). Francisco del Olmo, The Psychological Corporation, 304 E. 45th Street, New York, NY 10017. 1956-58.

Spanish language intelligence test for use with students in grades 3-7 and with adults with primary level education. Measures mental ability by having subjects solve verbal and numerical problems. Norms are available for Venezuela. Administration time is 10 minutes. EDAC test collection includes a copy of technical manual, copy of the test and an answer key for 1956 edition. For further information see B.E.A.R.U.

BASIC INVENTORY OF NATURAL LANGUAGE. CHECPoint Systems, 1588 N. Waterman Avenue, Suite C, San Bernadino, CA 92404. 1974.

Purpose is to assess a student's language dominance and proficiency in Spanish and English for students at elementary grade levels. Is useful as a diagnostic instrument. Measures fluency, level of complexity and average sentence length. Activities are suggested for acquiring student language samples. Procedures are provided for scoring and analyzing these samples. Follow up "prescription" activities are also suggested. EDAC test collection includes technical manual and individual score sheets. Not included are full color prints, 80 talk tiles, story starter posters and sequence pictures. Full set costs $125.00. This instrument may be used with speakers of languages other than Spanish. EDAC test collection has copy of 1974 version. A later version (1977) is available. For further information see DeGeorge and Santillana.

BASIC LANGUAGE COMPETENCE BATTERY. Edward J. Cervenku, 617 West End Avenue, Suite 9-A, New York, NY. Experimental version 1972.

This test consists of an English and Spanish version. It was primarily developed to measure children's acquisition of English or Spanish as second languages. The two versions may also be used in combination to assess the degree of bilingualism or to ascertain language dominance of students in grades K-6. Subareas include oral vocabulary, sound perception, sentence structure, and sentence interpretation. May also be used at the junior high level. Small group administration. May be administered in one or two class periods. EDAC test collection includes copy of the handbook for test administration, the Spanish and English versions of the test and the answer booklet. A note on the handbook states that this test is "for experimental purposes only".

BILINGUAL SYNTAX MEASURE. Marina K. Burt, Heidi C. Dulay, Eduardo Hernandez Ch., Harcourt, Brace, Javanovich, Inc. 757 Third Avenue, New York, NY 10017. 1975.

The purpose of this test is one - to assess English Spanish oral proficiency for children and two - to determine English language dominance using syntax as the measure of proficiency for children in grades K-2. Items are constructed to elicit natural speech in English and Spanish which can subsequently be measured for syntactic proficiency. Inferences can then be made about a child's language dominance, the level of 2nd language acquisition, and the degree of maintenance or loss of the child's first language. The results may be used to place a child in one of 5 proficiency levels. Instruct onal suggestions are made for each of the levels. Administration time is approximately 15 minutes. Cost is $50. EDAC test collection includes response booklets, teacher's manuals, technical manuals, and picture booklets in both the Spanish and English versions. For further information see Santillana and DeGeorge.

BILINGUAL TEST BATTERY - MATEMATICAS, CIENCIA, ESTUDIOS SOCIALES, CONCEPTOS DE SI MISMO. Division of Research and Evaluation, Department of Government Funded Programs, Board of Education, Chicago, IL 1973 (experimental edition).

For grades 3-4 and 5-6. Tests skills in math, science, social studies; self concept and attitude. Multiple choice questions. Given in Spanish and English allowing the student to choose the language he prefers. Thirty minutes are allowed for each of four parts. Group adminstration. EDAC test collection includes copy of tests with general instructions written on the first page.

BOSTON DEVELOPMENTAL SERIES. Project COSDU, c/o Bilingual Special Education Project, Massachusetts Department of Education, 31 St. James Avenue, Boston, MA 02116. 1978.

This is a series of developmental scales for children from birth to age 8. It is organized in one year steps. Areas covered are self help, gross and fine motor performance, language ability, and level of maturity. Measures are also suggested for screening learning disabilities. Two brief checklists for health problems and behavioral symptoms are included. Language related measures are in both the English and Spanish languages.

CALIFORNIA ACHIEVEMENT TESTS. E.W. Tiegs and W.W. Clark, CTB/McGraw Hill, Del Monte Research Park, Monterey, CA 93940. 1970 edition.

Purpose is to assess a student's achievement in mathematics and language. The test is in Spanish and is an adaptation of the English version of the California Achievement Test. The California Achievement Test is a battery for grades 1-12. EDAC test collection includes copies of level 1-3 for math, examiner's manuals for grades 2-6, and levels 1-2 for language. Level I is for grades 1.5-2.9. Level II is for grades 2-4.9. Level III is for grades 4-6.9. For more information see DeGeorge, B.E.A.R.U., Santillana, and Buros.

CARTOON CONSERVATION SCALES. E.A. Deavila an Associates, 3528 Robinson Drive, Oakland, CA 94602. 1975.

These scales measure intellectual development based on Piaget's theory. They were developed as a means for assessing the intellectual development of children in a way that is fair to children of diverse linguistic and ethnic backgrounds. A cartoon format is used to assess areas of identity, length, number, substance, distance, egocentricity, value, class inclusion, and probability. There are three areas of application - (1) differentiation of gifted from non-gifted students, (2) matching student developmental levels with a particular curriculum, and (3) identifying children misclassified as retarded due to language cultural and family background. Individual or group administration. Level I is for grades K-3 and level II is for grades 4-8. EDAC test collection includes levels I and II and score sheet. Articles containing technical information are also on file. For further information see DeGeorge.

CASO TWO LANGUAGE BATTERY OF TESTS. Adolph Caso. Brandon Press Inc., Box 843, 21 Station Street, Brookline Village, Boston, MA 02147. 1981.

For all grade levels and adults. The manual states that the goals of this battery are (1) to determine the extent of native and English language skills and proficiency, to establish current language dominance, to determine the point of bilinguality, to help determine LAU categories, to help diagnose language weaknesses and strengths, to help discover motor and or other handicaps or disabilities, to evaluate rate of language loss, to make available a quick visual comparison between levels of native language and English proficiency, to help make program placement levelling decisions, and to help make program exit decisions. The battery is a series of six tests designed to be given over a period of three years with a pre and post test given each year. Skills tested include oral proficiency, written comprehension, initial letters and spelling and reading, listening and writing. Test is available in English-Spanish, English-Italian, English-Portuguese, English-French and English-Vietnamese. EDAC test collection includes copy of Teacher's Test Manual.

COOPERATIVE PRESCHOOL INVENTORY. Bettye M. Caldwell, Cooperative Tests and Services, Educational Testing Service, Princeton, NJ 08540. Revised edition 1970.

For children ages 3-6. Measures achievement in areas necessary for success in school system such as parts of body, numbers, colors, places, times of day, professions and comparisons. Portuguese version available. EDAC test collection includes copy of inventory and directions for administering and scoring. For further information see Buros.

CLOZE TESTS. Bilingual Test Department, Boston Public Schools, 26 Court Street, Boston, MA 02108.

Purpose is to determine at what level to instruct students in reading in both English and Spanish. For grades 3-8. A cloze tests consists of a story in paragraph form with every seventh word deleted. Students are asked to fill in the blank with a word that makes sense. There is a series of progressively more difficult tests, each correlated to a specific grade level range. A student is judged to be at one cloze test level and then is instructed at that grade range. EDAC test collection includes copy of teacher's manual, and samples of some cloze tests. English and Spanish versions. Also Chinese version. See section on Chinese Language Tests.

CLOSE TEST. R. Bortnick, R. Dutchove, Santa Barbara County Bilingual Projects, Santa Barbara, County School, 4000 Cathedral Oaks Road, P.O. Box 6307, Santa Barbara, CA 19311. 1975.

Samples of Spanish and English cloze tests (see above description). No teacher's manual or instructions. Different from Boston Cloze tests, in that it supplies the student with a choice of three options to choose from for each blank. For further information see ETS and DeGeorge.

COMMUNITY LANGUAGE SURVEY. Intercultural Development Research Association. 5835 Callahan Road, Suite 350/111, San Antonio, TX 78228.

This is a chart which asks first language learned by child, language used most often at home and language used most often with other children. In Spanish and English. EDAC test collection has copy of form only. No instructions included.

CRANE ORAL DOMINANCE TEST. Barbara Crane, Motivational Learning Programs, 1301 Hamiltion Avenue, P.O., Box 3713, Trenton, NJ 08629. 1976.

Purpose is to determine if the student has a dominant language, if the student is bilingual or if the student needs concentrated language, concept and memory development to function adequately in either language. For students in pre-kindergarten to grade 3. Allows students to respond in either language - Spanish or English, whichever they feel most comfortable using. This allows assessment of student's "internal language". Assessment of internal language must be known to prescribe appropriate beginning reading instruction. Administration time is 20 minutes. EDAC test collection includes Philosophy and Directions Booklet and student response sheets. For further information see DeGeorge, Santillana.

DEL RIO LANGUAGE SCREENING TEST. A. Toronto, D. Leverman, C. Hanna, P. Rosenzweig, A. Maldonado, National Educational Laboratory Publishers, Inc., Box 1003, Austin, TX 78767.

Test originally designed for use as a language screening instrument which rapidly identifies the child with deviant language skills for his age, language and background. Meant for use with a bilingual special education program. Also can be used to determine bilingual child's proficiency in each language and for determining a child's degree of bilingualism. For children three years to six years 11 months. There are five subtests - receptive vocabulary, sentence repetition-length, sentence repetition-complexity, oral commands, and story comprehension. EDAC test collection includes manual, pictures, and scoring sheets for English and Spanish versions. For further information see Santillana, DeGeorge.

DOS AMIGOS VERBAL LANGUAGE SCALES. Donald E. Critchlow, Academic Therapy Publications. 1539 Fourth Street, San Rafael, CA 94901. 1974.

Purpose is to identify English and Spanish developmental levels and to assist psychologist or special educator in evaluating the learning disabilities of the English-Spanish speaking child. Designed on premise that language development is a significant factor in intelligence. For grades K-6. Twenty minutes not timed. Consists of 85 item lists of Spanish and English words. Student responds by stating acceptable antonym. When 5 errors in a row go into next language. EDAC test collection includes copy of manual and scoring sheets. For more information see Santillana.

ENGLISH LANGUAGE ARTS. Bilingual Education Program, Espanola Public Schools, P.O. Box 249, Espanola, NM 87532. 1974-75.

These tests measure language arts skills, reading, and grammar for grades K-6 according to a K-6 curriculum developed for Espanola Public Schools. EDAC test collection includes teacher's manual and student booklet for grades 1-6.

EVALUATION OF TAPED LANGUAGE SAMPLES. Bilingaul Education Program. McAllen Public Schools, McAllen, TX.

EDAC test collection consists of copies of score sheets and a tape but no information as to content of tape or instructions on how to use the materials. Basically, all that is known is that something exists.

FLEXIBILITY TEST TO MEASURE LANGUAGE DOMINANCE IN SPANISH-ENGLISH BILINGUALS. Gary D. Keller, Motivational Learning Programs, Inc., 1301 Hamilton Avenue, Trenton, NJ 08629. 1974

This test consists of five nonsense items from which the subject must form actual words in English and Spanish. A subject score places him in one of seven categories ranging from extremely English dominant to extremely Spanish dominant. May be administered individually or in groups. Ten minutes timed. For grades 5-6. For further information see B.E.A.R.U., DeGeorge, and Santillana.

FOLLOW THROUGH PROJECT. Criterion Referenced Math Tests. University of California, Santa Cruz, CA 95064.

Criterion referenced math tests for grades K-3. EDAC test collection has copies of tests only. No manuals. Objectives corresponding to test items are available in two separate publications - Follow Through Math Program, Objectives K-3 and Performance Objectives and Activities K-3 Grade Math.

HISPANIC CULTURE AND HERITAGE CRITERION REFERENCED TEST.

For grades 3-4. Test consists of 10 questions about Mexican culture. No information on where test is from. Just copy of questions.

HOME BILINGUAL USAGE ESTIMATE. Rudolph V. Skoczoylas, 7649 Santa Inez Court, Gilroy, CA 95020. 1971.

For K-12. This instrument measures a person's language usage in the home and yields a single score that classifies the person according to a criterion scale. The classifications are English monolingual, English dominant, apparent bilingual, Spanish dominant and Spanish bilingual. EDAC test collection has sample interview schedule and instructions for completing. For further information see ETS.

INTER-AMERICAN TEST SERIES. Guidance Testing Associates, St. Mary's University, One Camino Santa Maria, San Antonio, TX 78284. 1967.

Grade Range:	Pre K - 13
Can be Administered to:	Groups
Time for Administration:	14 - 52 minutes
Languages:	English, Spanish, Italian, French Portuguese

Available from Guidance Testing Associates are the Inter-American Tests (New Series) and the Cooperative Inter-American Tests (1950 Series). This series includes: comprehension of oral language; reading and number; and inventory of interests. All of these tests are published in English and Spanish editions, using "standard" language forms with parallel content. In schools with both English and Spanish-speaking students, the children can be tested in their native language and the scores in the two languages will be comparable. In addition, the tests can be used to compare the abilities of the same child in the two languages. The latest catalog indicates that a limited number of editions are also available in Italian and French. Although various norms based on results found by different users of the tests are presented in the Test Manual, the author recommends the use of regional or local norms prepared by the examiner.

Tests of General Ability: Designed to estimate general academic ability, not to measure general intelligence. There are six different levels, ranging from preschool through high school. The preschool level may be individually administered in two periods of about 20 minutes each, and yields a verbal-numerical score, a nonverbal score, and a total score. The level 1 test, designed to measure readiness for first grade, is recommended for administration to small groups in two periods of about 25 minutes each, and yields a verbal-numerical score, a nonverbal score, and a total score. The level 2 test for use in grades 2 and 3 may be administered to groups in about 45 minutes. It also yields a verbal-numberical score, a nonverbal score, and a total score. Levels 3, 4, and 5, for grades 4-13, may be group-administered in about 52 minutes, and yield verbal, nonverbal, number, and total scores.

Tests of Reading: Designed to measure achievement in reading comprehension and vocabulary. Five levels. For administration to groups of children in grades 1-13. The level 1 test takes about 18 minutes and yields vocabulary, comprehension, and total scores; the children read a word, sentence, or paragraph, and select one of four pictures in the test booklet. The level 2 instrument, designed for use in the second semester of grade 2 and in grade 3, can be administered in about 23 minutes, and yields scores for level of comprehension, speed of comprehension, vocabulary, and total scores. Separate answer sheets are used.

Comprehension of Oral Language: A short test designed to estimate a child's ability to understand simple words or phrases read to him in English or Spanish. The Comprehension of Oral Language Test can be group administered in about 20 minutes to children in grades K-3. The children simply mark a picture in response to simple expressions read by the teacher. No information on forms is as yet available.

Reading and Number: The test of Reading and Number is designed as an achievement measure of basic skills in reading and simple numerical operations at the end of grade 3 and in grade 4. Both the reading and number sections of the test consist of two parts. Group administration takes about 34 minutes. Psychometric data is not yet available.

Inventory of Interests: Designed for use by counselors of adolescents and adults, the Inventory of Interests asks for an expression of the degree of interest in more than 100 occupations and in 56 academic subjects. This instrument is untimed and should be individually-administered.

EDAC test collection includes the manual and technical reports for the Tests of General Ability and Tests of Reading. It also includes the directions for administering and scoring the test of Comprehension of Oral Language-English edition, Level I. On top of file cabinet are the tests of: Oral Comprehension, Level I; Reading and Number, Level III; Inventory of Interests; General Ability-preschool, Level IV; Reading, Level I-V. Hand scorable and machine scorable versions. For further information see Santillana, DeGeorge, and B.E.A.R.U.

INVENTARIO DE HABILIDADES PARA APRENDER A LEER. Jack Shelquist, Barbara Breeze, and Beth Jaquot, Educational Programmers, Inc. Box 332, Roseburg, OR 97470. 1975.

Purpose is to assess fundamental pre-reading skills in Spanish for grades K-1. Approximately 20 minutes not timed. Eight subtests measure auditory memory, word discrimination, body awareness, locational and directional concepts, color discrimination, visual motor coordination, visual memory, and letter names. English language equivalent - Inventory of Readiness Skills. EDAC test collection includes copy of manual and answer sheet, Spanish version. For further information see Santillana.

IVIE ATTITUDINAL TEST. Self Concept - Attitude Toward School - Peer Relations. Richard P. Ivie, Bilingual Leadership Through Speech and Drama, Pomona Unified School District, 800 South Garey Avenue, Pomona, CA 91766. 1972-75.

For grades 6-9. In Spanish and English. To determine student's feelings about activities inside and outside of school. No technical information provided. EDAC test collection includes Spanish and English versions, instructions in Spanish and English. For further information refer to "Self Concept" in ETS Bulletin.

JAMES LANGUAGE DOMINANCE TEST. Peter James, Learning Concepts, 2501 North Lamar, Austin, TX 78705. 1974.

Purpose is to determine whether a student's dominant language is Spanish or English. Places child into 1 of 5 categories. For kindergarten and 1st grade students. Measures production and comprehension. Administered individually in 7 to 10 minutes. EDAC test collection includes manual, pictures and score sheets. For further information see Santillana, DeGeorge.

LANGUAGE ASSESSMENT SCALES. Edward A. DeAvila and Sharon E. Duncan, Linguametrics Group, P.O. Box 454, Corte Madera, CA 94925.

This is a convergent assessment measure which provides an overall picture of oral linguistic proficiency in English and Spanish based on a student's performance across four linguistic subsystems - phonemic, referential, syntactical and pragmatic. Specifically measures phonemic production, ability to distinguish minimal sound pairs, oral lexical production, aural syntax (sentence) comprehension, oral syntax production, ability to use language for pragmatic ends. A language arts supplement is also available. Provides information on a general understanding of a student's linguistic proficiency. Determines language dominance via a relative linguistic proficiency score. Identifies specific linguistic problems of each student. Provides set of prescriptions for each student based on test items missed. Level I is for students in K-6, Level II for students in grades 6 and up. EDAC test collection includes language supplement, scoring instructions, examiner's manual for levels I and II, tapes for levels I and II, score sheets for levels I and II and language arts supplement. For more information see Santillana, DeGeorge.

LANGUAGE DOMINANCE CRITERIA. Fernando Canedo, David Gustafren, Americo Lopez-Rodriguez, Title VII Bilingual Program, California State University, Fullerton, CA 92634. 1971.

To determine Spanish-English language dominance for grades K-1. Twelve minutes, not timed. Consists of a social dominance scale which asks objective questions on family language usage and a performance section which uses specific linguistic criteria to rate children. Instructions and dominance criteria included. For further information see Santillana.

LANGUAGE DOMINANCE INDEX FORM. Bilingual Bicultural Program, Pamona Unified School District, 800 South Garey Avenue, Pomona, CA 91766. 1975.

EDAC test collection has copy of Language Dominance Index Form. Consists of series of objective questions about student's use of language in English and in school. No instructions included.

LANGUAGE DOMINANCE SURVEY. San Bernadino Bilingual Education Office, San Bernadino City Unified School District, 799 F. Street, San Bernadino, CA 92410 1975.

This instrument designed for use in grade K-12 to determine whether a student's dominant language is Spanish or English. Measures listening, speaking, reading and writing skills as well as Home Language Usage. Four versions - one for K-1, 2-4, 5-6, and 7-12. Approximately 20 minutes, not timed. Individual administration. EDAC test collection includes instructions and instrument. For more information see Santillana.

LANGUAGE FACILITY TEST. John T. Dailey. The Allington Corporation, 801 North Pitt Street #701, Alexandria, VA 22314.

For kindergarten to adult. Tests ability of student to use oral language. Measures language and grammar. Consists of 12 picture plates and a manual. Students tell stories about the pictures. Test results may be used to establish language dominance and to match individual with the appropriate education program. Language sample may be analyzed to see how speech compares with standard American English and so a diagnostic profile may be developed. Administrable in Spanish, sign language and other languages. Individual administration. Ten minutes, not timed. EDAC test collection includes copy of manual and plates, Spanish and English versions. For further information see Santillana.

LEAMOS: SPANISH DEVELOPMENTAL READING. Paul S. Amidon and Associates Inc. 1966 Benson Ave., St. Paul, MN 55116. 1976.

A series of pre and post tests that measure students' reading ability. Pre and post tests are used in conjunction with readers. Was developed and field tested by Los Angeles Unified School District. EDAC test collection includes samples of a reader, level III of a pretest, primary level-step 14 and of a post test, primary level-step I. No further information.

THE MARYSVILLE TEST OF LANGUAGE DOMINANCE. Eleanor Thonis, Marysville Joint Unified School District, 11th and Powerline, Olivehurst, CA 95961. 1973.

Purpose is to determine a student's dominant language and to provide descriptive information about the student's background. This is a structured diagnostic interview guide and assesses students' listening, spelling, reading and writing skills. About 40 minutes. Individually administered. For grades K-5. Chinese and Tagalog versions available. EDAC test collection includes copy of instructions and tests. For further information see DeGeorge and Santillana.

MASSACHUSETTS EDUCATIONAL ASSESSMENT PROGRAM. Bureau of Transitional Bilingual Education, Massachusetts Department of Education, 31 St. James Avenue, Boston, MA 02116.

These tests were developed as part of the Massachusetts Educational Assessment Program to assess 9 and 13 year old native Spanish speakers in English and Spanish language arts, reading and mathematics. EDAC test collection includes copy of examiner's manual, copies of language arts and reading tests in English for 13 year olds, Spanish language arts for 9 year olds and math in English for 9 and 13 year olds. These tests were disapproved by the Massachusetts Advisory Council on Bilingual Education.

MATHEMATICS CRITERION REFERENCED TEST. English and Spanish - Forms A & B.

This is a mathematics criterion referenced test in English and Spanish for grades K-4. No further information available.

NATIONAL ASSESSMENT BATTERY - READING LANGUAGE ARTS AND MATHEMATICS TESTS. National Testing Service, Inc., 2526 Erwin Road, Durham, NC 27705.

This battery was developed in cooperation with Chicago Public Schools. Test items are based upon Chicago Public School curriculum. Consists of reading comprehension in Spanish for grades 1-9, reading comprehension in English for grades 1-9 and mathematics in Spanish and English for grades 1-9. Approximate time for administering each of the tests is about an hour. EDAC test collection includes list of instructions, description of tests and copies of tests. For more information see DeGeorge.

NEW YORK CITY LANGUAGE ASSESSMENT BATTERY. Houghton Mifflin Company, Test Department, P.O. Box 1970, Iowa City, IA 52240. 1975.

The purpose of this battery is to determine whether students can participate most effectively in the learning process in English or Spanish. i.e. to determine language dominance. The battery measures primary areas of language by assessing reading, writing, listening comprehension and Spanish in both English and Spanish. The listening test takes approximately 8 minutes, the reading 20 minutes and the speaking 5 minutes. Tests were developed for 3 progressively more difficult levels in each area for K-12. Level I is for grades K-2, level II is for grades 3-6, and level III is for grades 7-12. EDAC test collection includes copies of examiner's manual for Spanish levels I and II and for English levels I and III. Some technical information and copies of tests are available for: Spanish listening, speaking and writing, level I; Spanish listening, reading, writing, level II; Spanish speaking, levels II and III; English listening, speaking & writing, level I; English listening, reading and writing, level II; and English speaking, levels II and III. For more information see DeGeorge, and Santillana.

ORAL LANGUAGE ABILITY SCALE. CANBE Northeast Regional Curriculum Adaptation Center, 50 Courtlandt Avenue, Bronx, NY 10455. 1975.

Purpose is to indicate the degree of English language proficiency and to provide diagnostic information that will be useful for placement and grouping for instructional purposes and for measuring rate of growth in Oral English. Developed for use in New York City public schools. The scale consists of two parts. Part I measures complexity of structural matters, proper use of tense and vocabulary. Part II assesses student's ability to produce standard grammatical and phonological sentences. Appears to be for elementary grade levels. Probably elementary. EDAC test collection includes copy of manual, tests and pictures.

ORAL LANGUAGE DOMINANCE MEASURE. El Paso Public Schools, El Paso, TX 1978.

For students in grades K-3. Measures and compares a student's oral proficiency in English and Spanish. Oral conversation is elicited and analyzed for syntactical and morphological elements. Can be used to determine language dominance as a placement tool and as a diagnostic tool. EDAC test collection includes copies of examiner's manual, visual materials, and a copy of a pamphlet in which to record responses and results. Booklet is in English and Spanish.

ORAL LANGUAGE EVALUATION. Nicholas J. Silvaroli, EMC Corporation, 180 E. Sixth St., St. Paul, MN 55101. 1978.

This measure claims to be unique in that it enables teachers with limited language evaluation experience and/or structural linguistic training to actually identify, assess, diagnose and prescribe oral language training for children. The measure is designed to identify, assess, diagnose and prescribe the oral language capability of English and Spanish speakers. Part I provides minimal criteria to identify children who might need training in a second language. Part II is (1) designed to assess the child's primary or home language and (2) to determine if additional oral language diagnosis is necessary. Part III is a diagnostic measure designed to determine the child's level of oral language development and Part IV provides prescriptive activities to help teachers develop the student's oral language capabilities based on diagnostic data obtained from Part III. EDAC test collection includes a comprehensive teacher's manual.

ORAL ENGLISH PROFICIENCY PLACEMENT TEST. Moreno Educational Company, 7050 Belle Glade Lane, San Diego, CA 92119. 1974.

For grades 1-3. Two levels of test. Administration time about 15 minutes. Purpose of test is to place student in a class which provides an appropriate level of English instruction. Also may be used as an achievement measure and as a diagnostic measure. Is based on the H-200 curriculum produced by Moreno Education Company. May be used in conjunction with the Quick Language Assessment Inventory (QLAI) which serves as a screening device. EDAC test collection includes Spanish and English versions. Manual and copies of test and scoring sheets provided. No explanation of what specific language skills tested for in test.

THE PICTORIAL TEST OF BILINGUALISM AND LANGUAGE DOMINANCE. Darwin Nelson, Michael Fellner, C.L. Norrell, Texas Testing Services Inc. 401 Poenisch, Corpus Christi, TX 78412. 1975.

Major purpose is to provide procedures for the objective measurement of language facility in English and Spanish. Measures listening and speaking skills of children. Provides additional procedures to determine language dominance. Part I measures oral vocabulary. Part II measures oral language production. For children 4-8 years of age. EDAC test collection includes manual and pictures for Part I and Part II and scoring sheets. Individual administration required. For more information see Santillana.

PRIMARY SELF CONCEPT INVENTORY. Douglas G. Miller, Robert Leonetti, Learning Concepts, 2501 N. Lamar, Austin, TX 78705. 1974.

This inventory is designed to measure several aspects of self concept relevant to school success. These include personal-self domain, social-self domain and intellectual-self domain. For use with children, preschool to grade 6. Small group administration. Does not require reading ability. May be administered in any language. Specifically constructed for use with the child of Spanish or Mexican descent in the Southwest. Consists of pictorial stimuli. Takes approximately 15-30 minutes. EDAC test collection includes test manual with directions in Spanish and English and test booklets - both boys' and girls' forms. For further information see Buros, Santillana, B.E.A.R.U. and ETS.

PRIME MATH CRITERION REFERENCED TES Pomona Unified School District, Office of Compensatory Education, [illegible] South Garey Avenue, Pomona, CA 91766.

This is a series of mathematics criterion referenced tests written in Spanish for grades K-6 designed to be used in conjunction with a state text in an individualized math program. EDAC test collection includes copies of tests for grades K-6. A narrative description of the test series is in the first folder.

PROGRAMA DE LENGUA ESPANOLA. Santillana Publishing Company, 575 Lexington Avenue New York, NY 10022. 1975.

A graded system of reading beginning with reading readiness to reading comprehension. Criterion referenced tests correspond to a program management system. EDAC test collection includes samples of reading tests. No manuals or instructions available.

PRUEBA BOEHM DE CONCEPTOS BASICOS. Ann E. Boehm, The Psycological Corporation, 757 Third Avenue, New York, NY 10017. First edition 1967. Last edition 1973.

This is a picture test designed to appraise mastery of basic concepts commonly found in early childhood instructional materials. Designed as both a diagnostic and as a remedial or teaching instrument. For grades K-2. English and Spanish versions. Takes about 15-20 minutes to administer. Two levels. Two forms for each level. EDAC test collection includes copies of teacher's manuals for forms A and B, but picture booklet for form A, booklet II only. Refer also to entry under General Tests entitled Boehm Test of Basic Concepts. For more information see B.E.A.R.U. and DeGeorge.

PRUEBA DE LECTURA DEL DISTRITO ESCOLAR DE EL MONTE. National Dissemination and Assessment Center, School of Education, California State University at L.A., State University Drive, Los Angeles, CA 90032. 1978.

Reading test in Spanish, kindergarten level. Appears to be part of a series of criterion referenced tests for Spanish reading. EDAC test collection only has a copy of field test edition, student booklet, level K. No manual. See NADC-LA catalogue.

PRUEBA DE LECTURA EN ESPANOL. Sam Cohen, Maria Cordova Cohen, Bilingual Media Productions, Inc. 2168 Shattuck Avenue, Rm. 216, Berkeley, CA 94704. 1978.

A pre-reading and first level Spanish reading test measuring students' Spanish reading readiness skills. Pre-reading level measures visual discrimination, auditory discrimination, association of sounds and letters and knowledge of letters. First level measures association of sounds and letters, word recognition, comprehension of short sentences and short story comprehension. EDAC test collection includes copy of instructional manual and of student booklets. Cost - complete set per level with 30 student booklets is $45.00.

PRUEBA DE LECTURA. Edgewood Independent School District, 5358 West Commerce Street, San Antonio, TX 78237. 1973.

According to Santillana this test is no longer in use. Spanish language reading tests for grades 1-4. EDAC test collection includes copies of teachers manuals and field test editions of student test booklets.

PRUEBA DE PREPARACION PARA LECTURA. Walter J. McHugh, Carmen Canales, BABEL (Bay Area Bilingual Education League), 1414 Walnut St. Berkely, CA 94709. 1975.

Reading readiness test for Spanish language designed to be given at end of K or beginning of 1st grade. Subtest includes rhyming words, beginning sounds, visual discrimination and letter knowledge. Results may be used for grouping of 1st grade children. EDAC test collection includes copy of teacher's guide, word cards and student booklet. Cost $13.95. For further information see Santillana.

PUPIL RECORD OF EDUCATIONAL BEHAVIOR. Ruth Cheves, Teaching Resources Corporation, 100 Boylston Street, Boston, MA. 1975.

For elementary school students. Measures ocular-motriz, perception, auditory perception, language development and mathematical concepts. EDAC test collection has copy of test booklet in Spanish only. No manual of instructions or other information included.

QUICK LANGUAGE ASSESSMENT INVENTORY. Moreno Educational Company, 7050 Belle Glade Lane, San Diego, CA 92119. 1974.

This inventory gathers objective information from child's parents and is meant to provide information about a student's English and Spanish language background. Assigns points to objective information and places students in one of four language categories according to numbers of points scored. Takes one minute to administer. For more detailed information see Oral English Proficiency Placement test entry. EDAC test collection includes copy of administration manual and inventory instrument.

RAY GONZALES SPANISH READING METHODS ASSESSMENT. Bilingual Education Programs, University of Washington, 115 Miller Hall, DQ-12. Seattle, WA 98195. 1978.

The purpose of this assessment instrument is to determine which of three methods of teaching reading is best suited for use with a particular child. The three methods are - the lexical method (meaningful sight word approach), the graphophonemic method (a phonetic approach), and the syntactic lexical method (a language experience approach). The teacher instructs the child using each of the three approaches, assesses what the child has learned and determines by which method the child learns most successfully. EDAC test collection includes copy of instructional manual and story to be used in the lexical method. Does not include copy of vowel letter sound cards to be used with the lexical method.

READINESS CHECKLIST TEST MANUAL. Las Cruces, N.M. Public Schools, Dissemination Center for Bilingual Bicultural Education 6504 Tracor Lane, Austin, TX 78721.

For children ages 3-6. This instrument provides a measure of the psychomotor development of children. Areas covered include general health, movement, pattern/muscular coordination, auditory skills, speech and language, personal independence and social adjustment. May be used to determine placement of child in appropriate grade level or may indicate children in need of special attention. EDAC test collection includes copy of test manual and score sheets.

ROCK, ROLL AND RISE. Melton Book Company, 111 Leslie Street, Dallas, TX 75207. 1972.

Rock, Roll and Rise is designed to provide teachers with the support needed to build a total bilingual language arts program. The system is designed primarily for Spanish speaking pre-literate students. It consists of three components, -Rock,-Roll, and -Rise each of which may be used separately. ROCK (Region One Curriculum Kit) provides a complete curriculum for English language skills. ROLL (Region One Literacy Lessons) are designed to teach reading and writing. RISE (Relearning Ideas for Self Expression) is designed to increase a student's verbal skills. EDAC test collection includes materials from the Region One Literacy Lessons in Spanish and English. Excercise booklets for both English and Spanish reading skills for levels 1-8 are on file as well as accompanying test booklets. No teacher's manuals are available however.

SCHOOL ATTITUDE TEST. Earl McCallon, Learning Concepts, 2501 North Lamar, Austin, TX 78705. 1973.

This instrument is designed to assess a student's perception of the school environment by assessing his attitude towards peers, teachers and school. Consists of three subtests - interpersonal relations, student instruction interaction and general school factor. For students in grades 4-8. Administration time approximately 30 minutes. Items are statements which students mark as accurate most of the time, accurate some of the time or not very often accurate. EDAC test collection includes copy of test manual, test booklets and scoresheets in Spanish and English. For further information see Buros, Santillana and B.E.A.R.U.

SCREENING TEST FOR AUDITORY COMPREHENSION OF LANGUAGE. Elizabeth Carrow, 2501 N. Lamar, Austin, TX 78705. 1973.

For children ages 3-6. This is a screening instrument to identify children who need more complete testing of auditory comprehension. Tests for structural contrast and grammatical form. May be used in Spanish and English. If results indicate a child is in need of complete testing refer to Test for Auditory Comprehension of Language (TACL). See entry under this section. EDAC test collection includes copy of manual and pictures. For further information see Santillana, and DeGeorge.

SCREENING TEST OF SPANISH GRAMMAR. Allen S. Toronto, Northwestern University Press, 1735 Benson Avenue, Evanston, IL 60201. 1973.

Designed to quickly identify Spanish speaking children who do not demonstrate native syntactic proficiency commensurate with their age. To be used as a syntax screening device, not as an indepth or complete language assessment. More specifically measures comprehension and production. Individual administration. About 30 minutes not timed. For grade prekindergarten to grade one. Costs $10.00 and up. EDAC test collection includes copy of test pictures and instructional manual. For further information see DeGeorge or Santillana.

SELF APPRAISAL INVENTORY. Lansing Public Schools, Lansing, MI. 1974.

Assesses child's self concept in four dimensions - family, peer, scholastic, and general estimate of self esteem. For grade 3. Simple instructions and score sheet provided. No manual.

SELF CONCEPT TEST. Bilingual Education Program, McCallen Public Schools, McAllen, TX. 1974.

EDAC test collection includes copies of pictures and of test in English and Spanish. No instructions.

SELF IMAGE TEST. Southeastern New Mexico Bilingual Program, Artesia, NM. 1972.

Purpose is to provide a procedure for economically evaluating several aspects of self-concept relevant to school success. For grades 4 and 5. Different versions for boys and girls. In English or Spanish. Measures peer agressiveness/competition, peer ostracism/acceptance, intellectual self image, helpfulness, emotional self, and success/non-success. EDAC test collection includes copies of instructions and copies of tests.

SELF OBSERVATION SCALES. A. Jackson Stenner, and William G. Katzenmeyer, National Testing Service. 1905 Chapel Hill Road, Durham, NC 27707. 1975.

This instrument assesses a student's self concept and attitudes. There are three levels: a primary level for grades K-3, an intermediate level for grades 4-6 and a junior/senior level for grades 7-12. The primary level has five subscales - self acceptance, social maturity, school affiliation, self security, achievement and motivation. The intermediate and junior/senior levels have the same five as well as three additional ones of social confidence, teacher affiliation and peer affiliation. Administration time is approximately 30 minutes. Questions are asked in Spanish and English. EDAC test collection includes copies of administration manual and some literature but no copies of student test booklets. For further information see Santillana.

SHUTT PRIMARY LANGUAGE INDICATOR TEST (SPLIT). D.C. Shutt, McGraw Hill Book Company, Webster Division, 8171 Redwood Highway, Novato, CA 94947. 1976.

The purpose of this test is determination of a bilingual pupil's primary language. The use of this test is limited to a screening and supplementing role in a comprehensive evaluation of a student. For K-6. Subtests include listening comprehension in Spanish and English, verbal fluency in Spanish and English and reading comprehension and grammar in Spanish and English. EDAC test collection includes copy of examiner's manual, tests, and cassettes. For further information see ETS.

SOCIAL STUDIES TESTS. Bilingual Program, Espanola Public Schools, P.O. Box 249, Espanola, NM 87532. 1974-75.

For grades 1-6. CRT's based on both English and Spanish social studies objectives for Espanola Public Schools. Both English and Spanish are used in the test. EDAC test collection includes copies of teacher's guides and tests.

SOUTHWESTERN SPANISH ARTICULATION TEST. Allen S. Toronto, Academic Tests, Inc. 1977.

This test assesses articulation of all Spanish consonants in their initial, medial and final positions in single words. EDAC test collection includes copies of stimulus pictures and assessment sheet.

SPANISH AND ENGLISH VOCABULARY AND CONCEPT COMPREHENSION TEST. The Spanish Dame Bilingual School Project, Santa Clara County Office of Education, San Antonio School Module, 1855 East San Antonio Street, San Jose, CA 95116.

For preschool and kindergarten. Consists of six subtests (1) recognition of colors, (2) shapes, (3) numbers, (4) identification of pictures, (5) interrogative questions, (6) retelling a story. To be given in Spanish and English. Test instruction manual provided but purpose is not well articulated. EDAC test collection includes copy of instructions and of test.

SPANISH/ENGLISH LANGUAGE PERFORMANCE SCREENING (S/ELPS). Southeast Educational Development Laboratory, CTB/McGraw Hill, Del Monte Research Park, Montery, CA 93940.

For preschool. This test is designed to assist teachers in determining a new child's strongest language for initial learning in a preschool bilingual program. Places children in one of 3 categories - children who prefer English, children who prefer Spanish and bilingual children. Test samples a variety of behaviors in both languages. These include answering questions, naming objects, following directions, describing objects and describing pictures. Individual administration required. Approximately 20 minutes, not timed. EDAC test collection includes copy of technical manual. No copy of test. For further information see Santillana.

SPANISH GRAMMAR TEST. McAllen Public Schools, McAllen, TX 78501.

Test of Spanish grammar. Thirty items. No instructions. No grade level specified.

SPANISH/ENGLISH INDIVIDUAL READING INVENTORY. Bilingual Bicultural Education Program, Newark Board of Education, Newark, NJ.

For grades 1-6. Spanish and English versions. Consists of word identification, oral readings (that correspond to a reader used in Newark school system.) English version also includes oral listening ability test. EDAC test collection includes copy of test. No instructional manual provided.

SPANISH LANGUAGE ARTS TESTS. Bilingual Education Program, Espanola Public Schools, P.O. Box 249, Espanola, NM 87532. 1974-75.

Spanish language arts tests for grades 1-6. Based on Espanola Public School's language arts curriculum. EDAC test collection includes copy of teacher's manuals and tests.

SPANISH READING CRITERION REFERENCED TESTS. BABEL Productions, 1414 Walnut St., Berkeley, CA 94709. 1975.

For grades K-3. Set consists of four levels. EDAC test collection includes copies of teacher's manuals and tests for grades 1 and 2 and copy of the test only for grade 3. Teacher's manual contains detailed instructions on how to administer test. No manual is included which describes purpose and objective of test. For further information see DeGeorge.

SYSTEM FOR OBJECTIVE BASED EVALUATION OF READING (SOBER). Prepared by Ricardo J. Cornejo, Science Research Associates, (SRA), 259 East Erie Street, Chicago, Il. 60611. 1975.

Purpose is to assess the progress of children learning to read in the Spanish language. Designed as an alternative to standardized achievement tests. For grades K-3. The customer selects from 10-13 objectives. SRA builds a customized test with 3 items per objective. The major categories from which objectives can be selected include encoding, decoding, vocabulary, and comprehension. EDAC test collection includes copies of examiner's manual, sample tests and a guide to the selection of objectives. For further information see Santillana and DeGeorge.

TEST FOR AUDITORY COMPREHENSION OF LANGUAGE (TACL). Elizabeth Carrow, Learning Concepts, 2501 North Lamar, Austin TX 78705. 1973.

For prekindergarten through grade 1. This test has two functions. One is to measure auditory comprehension of English and Spanish language structure and assign children to specific developmental levels. The second is to serve as a diagnostic instrument to determine areas of linguistic difficulty. Can be used in conjunction with Screening Test for Auditory Comprehension of Language (STACL). See entry in this section. Subareas tested for include form classes, function words, morphological constructions, grammatical categories and syntactic structure. Administration time is approximately 20 minutes. Individual administration. EDAC test collection includes administration manual and score sheets. For further information see B.E.A.R.U. or Santillana.

TEST OF AURAL PERCEPTION IN ENGLISH FOR LATIN-AMERICAN STUDENTS. Robert Lado, English Language Institute, The University of Michigan, Ann Arbor, MI. 1957.

For adults. Possibly might be used with other age groups. Purpose of test is to objectively measure how well a student has learned to hear the significant sound differences (phonemic contrasts) of English. Group administration. Administration time is fifty minutes. Japanese version available. EDAC test collection includes copy of instruction booklet for adults.

TEST OF ENGLISH GRAMMAR AND VOCABULARY. Lily Wong Flood, Spanish Dame School, Santa Clara County Office of Education, San Antonio School Module, 1855 East San Antonio St., San Jose, CA 95116.

For grades K-2. Tests vocabulary (comprehension and production) and grammar (comprehension and production). EDAC test collection includes copy of test and some instructions. Not very good description on how to interpret results.

TESTS OF GRAMMATICALLY CORRECT SPANISH AND ENGLISH. Bilingual Education Project, Las Cruces School District #2, Las Cruces Public Schools, 301 West Amaden Avenues, Las Cruces, NM 88001. 1970-1971.

This test assesses language skills in both English and Spanish. It covers vocabulary, sentence patterns, grammar and usage. For K-4. Consists of oral and written tests. Individual administration. EDAC test collection includes instructions for tests and copies of tests. For further information see ETS and Santillana.

TORONTO TESTS OF RECEPTIVE VOCABULARY (English/Spanish). Allen S. Toronto, Academic Tests, Inc., P.O. Box 18613, Austin TX 78760. 1977.

The purpose of this test is to identify English and Spanish speaking children whose performance in identifying orally presented vocabulary words is significantly below that of their peers. Such children most probably will require special education services. Children are shown a series of pictures. The administrator names a picture and the child points to the picture named. Ages 4-10.

TRI-CULTURAL ATTITUDE SCALES. Perry A. Zirkel, Urban Research Group, 306 West 16, Austin, TX 78701. 1973.

Measures cultural attitudes and cultural knowledge for three groups-Black Americans, Anglo Americans and Puerto Ricans. Directions in English and Spanish. EDAC test collection has copy of test booklet. No instructional manual. For further information see Buros. (Maybe under another name in Santillana.)

ENGLISH AS A SECOND LANGUAGE TESTS

A COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ESL (CELT). David P. Harris, Leslie A. Palmer, McGraw Hill Book Company, Webster Division 8171 Redwood Highway, Novato, CA 94947. 1970.

For use in high school, college, and adult level ESL programs. Measures English language skills in three areas - listening, grammatical structures and vocabularly - by means of multiple choice tests. For intermediate and advanced levels. Particularly useful as a placement test. Has potential as a measure of course achievement. EDAC test collection includes a specimen set consisting of a technical manual, instructions for administering and scoring the tests of structure and vocabulary, examiner's book for the listening test, test booklets for the listening structure, and vocabularly tests and answer sheets.

CASO TEST FOR NON ENGLISH SPEAKING STUDENTS. Adolph Caso, Waltham Public Schools, Waltham, MA 02154.

For students 8-12 years old. Purpose is to assess a student's knowledge of oral and written English. Parts I and II are 30 minutes each. Part III is 30 minutes. The following skills are tested: oral comprehension and verbalization, written comprehension and composition, reading ability and level and intensity of oral/written creativity. Individual and group administration. EDAC test collection includes copy of test, instructions and score sheet. For further information see Santillana.

DIAGNOSTIC TEST FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE. A.L. Davis, McGraw Hill Book Company, Webster Division, 8171 Redwood Highway, Novato CA 94947. 1953.

This is a written grammar test. It's purpose is to determine whether a non-English speaking student has adequate English language skills to enter and do work at an English speaking college. EDAC test collection includes copy of test and instruction sheet. Administration time is one hour.

ELI ENGLISH ACHIEVEMENT SERIES. Paul W. Pillsbury, Randolph Thrasher, Mary Spaan, John Upsher. Testing and Certification Division, English Language Institute, The University of Michigan, Ann Arbor, MI 48104. 1963.

These tests were designed to determine a student's level of achievement in the University of Michigan's English Language Institute's intensive course in English. Tests cover material taught from three books by Lado and Fries. These are: English Sentence Patterns, English Pattern and Practices and Lessons in Vocabulary. Tests are divided into three linguistic areas - vocabulary (1967), sentence structure (1972), and aural comprehension (1963). Tests are multiple choice. Administration time is 30 minutes. EDAC test collection includes examiner's manual, copies of tests and answer sheets.

ENGLISH AS A SECOND LANGUAGE ASSESSMENT BATTERY (ESLAB). Charlene Rivera, Marie Lombardo. Boston University, Boston, MA 02215. 1979.

Purpose is to sequentially evaluate students' oracy and literacy skills in the English language. For junior and senior high school. Test results as well as information on students' cumulative records should be used to determine appropriate ESL and reading instruction placement. ESLAB battery consists of a series of five tests - an oral screening test (10 minutes), aural comprehension test (15 minutes), a structural competency test (25 minutes), an informal reading inventory test (25 minutes) and a writing sample (15 minutes). Results place students in one on five categories - beginner I, beginner II, intermediate I, intermediate II, and advanced. EDAC test collection includes Manual for Administering Tests for Grouping Bilingual Junior and Senior High Students for ESL and Reading Instruction, copies of tests and student booklets.

ENGLISH PHONEMIC UNIT PRODUCTION TEST. Rudolph V. Skoczylas. Revised 1972.

Purpose is to assess a student's productions of English language phonemes. Eight minutes to administer. EDAC test collection includes copy of test. No technical manual. No indication as to age level intended.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT INVENTORY. Washington D.C. Bilingual Office, Washington D.C. Public Schools, Washington, D.C.

Purpose is to assess English language proficiency of non-English speaking and limited English speaking students, ages 5-8 in Washington D.C. Public School System. Consists of an oral version with 47 items. For students ages 5-8 and a written version with 24 items for students ages 7-8. Test is divided into 3 areas - listening, speaking and reading. EDAC test collection includes test administrator's manual, copy of oral test, student written test booklet, and answer sheets.

ENGLISH PLACEMENT TEST. Mary Spaan, Laura Strowe. Testing and Certification Division, English Language Institute, University of Michigan. Ann Arbor, MI 48104. 1972.

This test is designed for a quick placement of adult students into homogeneous ability levels. It is not a diagnostic test. Test covers areas of listening comprehension, grammar, vocabularly and reading. Administration time is about 75 minutes. EDAC test collection includes examiner's booklet, copy of English Placement Test and answer sheets.

ENGLISH READING TEST FOR STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE. Harold V. King, Russell N. Campbell. English Language Services. 16250 Ventura Blvd., Encino, CA 91436. 1955.

This test examines English language reading ability of students in order to determine their ability to enter and do college level work in English. Takes approximately thirty minutes. EDAC test collection includes copy of test, and instructions for interpreting scores.

EXAMINATION IN STRUCTURE. Charles C. Fries, Robert Lado. English Language Institute, University of Michigan, Ann Arbor, MI 48104.

This test is designed for use with adult students. Measures knowledge of grammatical structures. Sixty minutes. EDAC test collection includes copy of test only. Copy of examiner's manual not included.

IDEA ORAL LANGUAGE PROFICIENCY TEST. Enrique F. Dalton, Ballard & Tighe, Inc., 7814 S. California Avenue, Whittier, CA 90602. 1979.

Purpose is to determine the level of oral language mastery as it relates to the IDEA Oral Language Management Program and to accepted levels of NEP/LEP/FEP classifications. Test measures syntax, morphological structure, lexicon items and phonological structure. Administration time is 5-20 minutes. Individual administration. For grades 1-8. EDAC test collection includes copy of form B test and technical manual. EDAC test collection has a copy of the entire IDEA Oral Language Management Program. Spanish version available also. Administered individually. Cost of test packet for 25 students is $65.

THE LANGUAGE MEASUREMENT AND ASSESSMENT INVENTORIES FOR THE CHILDREN'S ENGLISH AND SERVICES STUDY. Miranda Associates, 4340 East West Highway, Suite 906, Bethesda, MD 20014.

No explanation of purpose. However a note is included which states "This and associated documents are not published. They may not be further reproduced without permission." EDAC test collection includes examiner's test booklet for tests for ages 5,8,11, and 14.

MICHIGAN ORAL LANGUAGE PRODUCTIVE TESTS. (Standard English as a Second Language or Second Dialect). Michigan Oral Language Series. Michigan Migrant Primary Interdisciplinary Project. 3800 Packard Road, Ann Arbor, MI 48104. American Council on the Teaching of Foreign Language Edition. 1969.

Objective is to assess the child's ability to produce standard grammatical and phonological features when he speaks. For six year olds. Administration time is fifteen minutes. EDAC test collection includes copies of tests, pictures, directions for administration and answer key. This test is intended for use in conjunction with the Michigan Oral Language Series Structured Program.

MICHIGAN TEST OF AURAL COMPREHENSION. Testing and Certification Division, English Language Institute, University of Michigan. Ann Arbor, MI 48104. 1972.

Consists of three forms equivalent in content and level of difficulty. Administration time is thirty minutes. For persons entering university. Measures ability of non-native speakers of English to understand meaningful English structures. Orally presented. This test is part of a complete English language testing battery which also includes the "Michigan Test of English Language Proficiency". EDAC test collection includes answer sheet, copy of test and examiner's manual. (See next description).

MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY. English language Institute, University of Michigan, Ann Arbor, MI 48104. 1962.

For persons entering an English language university or college. Measures grammatical usage, vocabulary and reading comprehension. Administration time is 75 minutes. Designed as part of a battery to measure their English language skills. Other tests in this battery are the Test of Aural Comprehension (see previous description) and an impromptu thirty minute writing sample of which EDAC has no copy. EDAC test collection includes copy of manual and Form A of test.

NATIONAL FOUNDATION FOR EDUCATIONAL RESEARCH IN ENGLAND AND WALES - TESTS OF PROFICIENCY IN ENGLISH. Ginn & Co. LTD 18 Bedford Row, London, WCIR 4EJ. 1973.

Test series covers skill areas of listening speaking, reading and writing. For each area there are three separate tests for three progressively more difficult levels. For elementary age students. EDAC test collection includes copies of manual of instructions for the listening and speaking tests, and copies of the listening, level I and II tests.

NEW BEDFORD ORAL LANGUAGE PRODUCTIVE TEST. Bilingual Program, New Bedford Public Schools, 455 County Street, New Bedford, MA 02740.

Copy of test, pictures and answer key. No manual. No grade level indicated. Appears to be for elementary grades.

NEW BEDFORD NON ENGLISH PROGRAM DIAGNOSTIC TEST. Bilingual Program, New Bedford Public Schools, 455 County Street, New Bedford, MA 02740.

EDAC test collection includes 2 copies of test. No manual. No indication of grade level.

NEW YORK CITY ENGLISH AS A SECOND LANGUAGE CRITERION REFERENCED SYNTAX TEST. David Kulik, Assistant Director. Board of Education of the City of New York, Title I ESL/NEA/MLA Programs, 66 Court Street, Brooklyn, NY 11201. 1978.

This test was developed for New York City Public Schools. Appears to be for elementary grades - intermediate level. Copy of test only. No manual or instructions included.

ORAL PRODUCTION TEST. Bureau of Basic Continuing Education, New York State, Education Department, Albany, NY 12234.

Test measures auditory comprehension and oral production. No technical manual included. No grade level specified. EDAC test collection includes copies of test for three levels.

ORAL TEST OF ENGLISH FLUENCY. Adapted from Fresno materials. No address.

Measures fluency, meaning and ideas, sentence structure and vocabulary. Uses homemade materials. Free form test. Some instructions given.

ORIENTATION IN AMERICAN ENGLISH, PLACEMENT & PROFICIENCY. Thomas C. Brinson, Institute of Modern Languages, 2622-24 Pittman Drive, Silver Spring, MD 20910.

This is a curriculum based test. It's purpose is to evaluate aural, oral, reading and writing skill levels of ESL students in order to place them within one of the 6 levels of the Orientation in American English series. Descriptive introduction and samples of items available.

STRUCTURE TESTS - ENGLISH LANGUAGE, (STEL). Jeannette Best & Donna Ilyin. Newbury House Publishers, 54 Warehouse Lane, Rowley, MA 01969. 1976.

May be used as either an achievement test or as a placement test. For high school students and adults. Thirty minutes. Beginner, intermediate and advanced. Two forms for each level. No examiner's manual or technical information available.

TESTS OF GENERAL INTEREST

ADULT BASIC LEARNING EXAMINATION (ABLE). Bjorn Karlsen, Richard Madden, Eric F. Gardner. Harcourt Brace and World, Inc., Test Department. 757 Third Avenue, New York, NY 10017. 1967-71.

This is a battery of tests designed to measure the level of educational achievement among adults. There are three levels - level I for grades 1-4, level II for grades 5-8 and level III for grades 9-12. Mainly for adult basic education groups. Measures vocabulary, reading, spelling, arithmetic, number computation and problem solving. EDAC test collection includes specimen sets for levels I, II, and III. For more information see Buros.

ANALYSIS OF LEARNING POTENTIAL. Editor, George A. Prescott, Harcourt, Brace, Javoanovich, Inc. 757 Third Avenue, New York, NY 10017. 1970.

This series of batteries was designed to assess school learning ability of students in grades 1-12 for comparison to same age and grade groups. There are five levels: primary I for grade 1; primary II for grades 2-3; elementary for grades 4-6; advanced I for grades 7-9; and advanced II for grades 10-12. In general each level measures word-relational concepts, number concepts, and figure concepts with each level having appropriate subtests. Administration time is approximately one hour for each level. EDAC test collection includes specimen sets for each of the five levels. For further information see Buros.

BICULTURAL TEST OF NON-VERBAL REASONING.

EDAC test collection has copy of score sheet only.

BOEHM TEST OF BASIC CONCEPTS (BTBC). Ann E. Boehm. The Psychological Corporation, 757 Third Avenue, New York, NY 10017. 1971.

The purpose of this test is to measure a child's mastery of concepts considered necessary for achievement in the first years of school. For grades K-2. Consists of 50 pictorial items and test questions arranged in order of increasing difficulty. Two alternative forms are available. Statements describing each picture are read aloud by the examiner after which the child is instructed to mark the one that illustrates the concept being tested. The results help to identify (1) individual children whose overall level of concept mastery is low and who therefore may need special attention and (2) individual concepts with which large numbers of children in a class may be unfamiliar. Administration time is approximately 15-20 minutes. EDAC test collection includes copy of teacher's manual. Spanish version available also. See entry under Spanish Language Tests.

BROWN CARLSEN LISTENING COMPREHENSION TEST. James I. Brown. University of Minnesota, G. Robert Carsen, University of Texas. 1955.

The purpose of this test is to measure the ability of students to comprehend spoken language by testing the following five listening skills: immediate recall, following directions, recognizing transitions, recognizing word meanings and lecture comprehension. The results enable analysis of group strengths and weaknesses that can serve as a guide to the improvement of the instructional program. Administration of the test is completely oral and takes about 40-50 minutes. Students' responses are made on separate answer sheets which may be hand scored. For secondary and college level. EDAC test collection includes copy of test and answer sheets, manual and scoring key, expectancy chart and class record.

CALIFORNIA ACHIEVEMENT TESTS. CTB/McGraw Hill, Del Monte Research Park, Monterey CA 93940. 1977 revised.

Complete series for grades 1-12 measuring achievement in reading, mathematics and language skills. EDAC test collection includes only copies of Booklets 17c, 18c, and 19c which are reading, vocabulary and reading comprehension tests for grades 6 -12. No instructional or technical manual is available. For further information see Buros.

CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE. Samuel Levine, Freeman F. Elzey, Mary Lewis, Consulting Psychologists, Press, Inc. 577 College Avenue, Palo Alto, CA 94306. 1969.

For children ages 2.5 - 5.5. This is a teacher rated scale of 30 items reflecting the teacher's perceptions of the child's social competency skills. EDAC test collection includes copy of scale only. Manual not included. For further information see Buros.

CALIFORNIA TEST OF MENTAL MATURITY. Elizabeth T. Sullivan, Willis W. Clark, Ernest W. Tiegs. CTB/McGraw Hill. 1936-65.

Series of tests for grades K-adult measuring logical reasoning, verbal concepts, and memory. A language total, non-language total, and composite total are also provided. Both a short form and a long form of the test exist. EDAC test collection includes a copy of a 1957 test booklet for grades 10-adult. Areas covered are non-language and language. For further information see Buros.

CAREER ASSESSMENT INVENTORY. Charles Johansson, National Computer Systems, 4401 West 76th Street, Minneapolis, MI 55435. 1976.

This inventory measures a person's vocational interests not his/her abilities. EDAC test collection includes copy of inventory. Possibility that this was translated into Spanish.

CLASSROOM READING INVENTORY. Nicholas J. Silvaroli, C. Brown Company Pulbishers, Dubuque, IA. 2nd edition 1973.

A diagnostic reading instrument designed for use by classroom teachers who have not had previous experience with individual reading diagnostic procedures. May be used in grades 2-10. Includes graded word lists, graded oral paragraphs and a graded spelling survey. Designed primarily for individual administration. Results provide teacher with information as to a child's independent, instructional, frustation and hearing capacity reading levels. Teacher should be able to use results to develop an independent, instructional reading program for the child. EDAC test collection includes inventory and instructional manual. For further information see Buros.

COMMON CONCEPTS FOREIGN LANGUAGE TEST. Bela H. Benathy and Miles V. Zintz. California Test Bureau, Del Monte Research Park, Monterey, CA 1962.

This test consists of eighty sets of pictures. Each set has four pictures. The administrator speaks a sentence and the testee chooses the correct picture. This test assesses listening comprehension in either Spanish , French, German or English at the elementary level. EDAC test collection includes a copy of the picture booklet but not of the examiner's manual with corresponding questions.

COMMUNITY LANGUAGE SURVEY. Intercultural Development Research Association. 5835 Callahan Road, Suite 350/111, San Antonio, TX 78228.

This is a chart which asks first language learned by child, language used most often at home and language used most often with other children. In Spanish and English. EDAC test collection has copy of form only. No instructions included.

CULTURAL ATTITUDE INVENTORIES. Stephan L. Jackson, Learning Concepts, 2501 North Lamar, Austin, TX 78705. 1974.

These inventories assess a student's attitudes towards the Mexican American and Anglo American cultures. Students record their feelings toward and familiarity with the people, games, foods and traditions of the culture in question. For ages 4-adult. Intent of these inventories is to measure program effectiveness not to evaluate individuals. EDAC test collection includes inventories and instructional manual. For further information see ETS and Santillana.

CULTURAL ATTITUDE SCALES. Perry A. Zirkel, Stephan L. Jackson, Learning Concepts, Inc., 2501 N. Lamar, Austin, TX 78705. 1974.

For grades K-6. Measures attitudes toward and knowledge of Puerto Rican, Anglo American, Black American or Mexican American cultures. These scales are applicable to programs intended to deal with ethnic identity or cross cultural understanding. Instructions in Spanish and English. EDAC test collection includes copies of scales, score sheets and technical report and manual. For more information see ETS and Santillana.

DIAGNOSTIC MATHEMATICS TEST. J. Richard Harsh, Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, TX 78721. 1974.

This is a diagnostic mathematics test for students in grades 9-10. Pre ard post test versions. Administration time is 30-45 minutes. EDAC test collection includes test manual and copies of tests, Forms A and B.

DIAGNOSTIC SUMMARY FORM - ASSESSMENT OF READING SKILLS IN ENGLISH.

This is a chart which summarizes instruments used, level achieved and students strengths and needs in different areas of reading including auditory memory, visual discrimination, visual memory, speaking, listening, writing, word recognition, oral reading and silent reading. No manual. No instructions.

DURRELL ANALYSIS OF READING DIFFICULTY. New Edition. Donald D. Durrell, Harcourt Brace, Javanovich, Inc. 757 Third Avenue, New York, NY 10017. 1955.

The Analysis of Reading Difficulty consists of a series of tests and situations designed to measure a child's reading ability and discover weaknesses. For non-readers to 6th grade. Consists of oral reading tests, silent reading tests, listening comprehension tests, supplementary paragraphs, word recognition, visual memory, auditory analysis, spelling and handwriting and suggestions for additional tests. Administration time is from 30-90 minutes. EDAC test collection includes manual of directions, collection of reading paragraphs, word lists and individual record booklets. For further information see Buros.

DURRELL LISTENING-READING SERIES. Donald S. Durrell, Test Department, Harcourt, Brace and World, Inc. 757 Third Avenue, New York, NY 10017. 1969-70.

This test is designed to provide a comparison of a child's reading and listening abilities. Its purposes are to identify children with reading disabilities and to measure the degree of retardation in reading as compared to listening. The authors consider this knowledge basic to analysis of reading disabilities and diagnosis of remedial needs. There are three levels - primary I for grades 1-3.5, intermediate for grades 3.5-6 and advanced for grades 7-9. Each level includes hearing and listening tests that are divided into subtests appropriate to the particular level. Approximately two hours is needed to administer the tests. EDAC test collection includes specimen sets for each of the three levels. For further information see Buros.

DURRELL SULLIVAN READING CAPACITY AND ACHIEVEMENT TESTS. Donald D. Durrell, Helen Blair Sullivan, Harcourt, Brace, Javanovich, Inc., 757 Third Avenue, New York, NY 10017. 1945.

This test is a diagnostic reading test. The fundamental assumption is that serious reading disabilities can be discovered by revealing discrepancies between the child's understanding of spoken language and his understanding of the printed word. The test is divided into two levels - the primary test for grades 2-4 and the intermediate test for grades 3-6. Each of these tests is comprised of two tests the first being the reading capacity test which measures hearing comprehension, word meaning and paragraph meaning and the second being the reading achievement test which measures actual reading ability (word meaning, paragraph meaning, spelling and written recall). EDAC test collection includes copies of both primary and intermediate tests and accompanying manuals. For further information see Buros.

EDUCATIONAL ATTITUDE SURVEY. Heraldsburg Union Elementary School District, Dissemination Center for Bilingual Biculutural Education, 6504 Tracor Lane, Austin, TX 78721. 1975.

This instrument was designed for use with parents of children in bilingual education programs to determine attitudes towards and suggestions for improvement for the bilingual program. EDAC test collection has copy of the survey and instructions for administration and interpretation.

GILMORE ORAL READING TEST. John V. Gilmore, Eunice C. Gilmore, Harcourt, Brace and World, Inc. 757 Third Avenue, New York, NY 10017. 1968.

This test is designed to provide a means of analyzing oral reading performance so that subsequent instruction in both oral and silent reading can be adjusted more appropriately to individual and group strengths and weaknesses. For pupils in grades 1-8. The test measures accuracy of oral reading, comprehension and rate of reading. It should be individually administered and takes 15-20 minutes. EDAC test collection includes manual of directions and a copy of the test. For further information see Buros.

GOODENOUGH-HARRIS DRAWING TEST. Dale B. Harris, Harcourt, Brace and World, Inc. 757 Third Avenue, New York, NY 10017. 1963.

This test is a type of intelligence test which may be used to screen children in need of more detailed intelligence testing or to supply important additional evidence of severe intellectual and conceptual retardation. It may be used with deaf children who cannot be tested with the usual verbal tests. It does not yield a score that is identical with the IQ derived from a well administered individual intelligence test. Children are asked to draw three pictures, one of a man, one of a woman and one of themselves. Scorers then judge the pictures for various attributes and a score is derived. For use with ages 5-15. EDAC test collection has copy of manual and samples of drawings. For more information see Buros.

HOME BASE READING PROGRAM.

An indivualized, self-directing, self-correcting diagnostic battery of tests which determine students' specific strengths and weaknesses in reading. The results are used to plan a program of instruction in reading for each student. Areas tested include (1) word recognition - vocabulary development, oral reading skills, perception skills, (2) meanings - comprehension skills, interpretative skills, appreciation skills, critical analysis and (3) reading study skills - dictionary skills, textbook material, organization skills, study environment and memory skills. For secondary level. EDAC test collection includes Outline of the Basic Reading Skills and Activities for High School and Home Base School.

HOME BILINGUAL USAGE ESTIMATE. Rudolph V. Skoczoylas, 7649 Santa Inez Court, Gilroy, CA 95020. 1971.

For K-12. This instrument measures a person's language usage in the home and yields a single score that classifies the person according to a criterion scale. The classifications are English monolingual, English dominant, apparent bilingual, Spanish dominant and Spanish bilingual. EDAC test collection has sample interview schedule and instructions for completing. For further information see ETS.

IOWA SILENT READING TESTS. Roger Farr, Coordinating Editor, Harcourt, Brace, Javanovich, Inc., 757 Third Avenue, New York, NY 10017. 1973 edition.

These tests are designed to assess a student's ability to read effectively. There are three levels in the series. Level I for grades 6-9 measures vocabulary, reading comprehension, directed reading and reading efficiency. Level 2 for grades 9-14 measures the same areas as Level I, and Level 3 for grades 11-16 assesses all the above areas except for directed reading. EDAC test collection includes specimen sets for Levels I, II and III. For further information see Buros.

IOWA TEST OF BASIC SKILLS. A.N. Hieronymus, E.F. Lindquist, H.D. Hoover. Houghton Mifflin Company, Test Editorial Offices, Iowa City, IA.

This is a series of tests of basic skills. EDAC test collection is very incomplete. Includes some loose pages from a booklet for grades 9 -14 on reading comprehension and vocabulary skills. No instructional or technical manuals included. For more information see Buros.

IOX BASIC SKILL TESTS. The Instructional Objectives Exchange, Box 24095, Los Angeles, CA 90024. 1978.

For secondary level students. These tests were specifically created in response to a California law requiring minimum competency high school graduation requirements. Three areas are measured - reading, writing and mathematics. The reading test is divided into understanding safety warnings, completing forms and applications, using common reference sources, determining main ideas and using documents to take action. The writing test includes using words correctly, checking mechanics, selecting correct sentences, and expressing ideas in writing. The mathematics test includes performing basic calculations, solving everyday problems with simple arithmetic operations, formulas and multiple arithmetic operations. Each test takes about 45-50 minutes. EDAC test collection includes test manual and copies of tests for each area.

A COLLECTION OF IOX OBJECTIVES BASED TESTS. Instructional Objectives Exchange, Box 24095, Los Angeles, CA 90024. 1973.

These are objectives based tests for grades K-6. Objectives are chosen based upon IOX test sets and the curriculum emphasis of the school district. Five test items are written for each objective and teachers can assemble tests based upon their objectives. Each set of five objectives takes 5-10 minutes to complete. Pre and post testing is encouraged. Test results may be used as a basis for individual instruction and as a classroom management tool. Areas included are reading, comprehension skills, language arts, word forms, syntax, composition, library and literacy skills. EDAC test collection includes copies of tests for the above areas and general description of tests. Not included is the more comprehensive teachers's manual.

KRANER PRESCHOOL MATH INVENTORY. Robert E. Kraner, Learning Concepts, Inc. 2501 N. Lamar, Austin, TX 78705. 1977.

Mathematics inventory for preschool children. Includes marking excercises, numeral recognition, comparisons, sequence, position, direction and geometry/measurement. EDAC test collection includes test booklets and follow through instructional records. No instructional booklet included though simplified instructions for scoring and interpretation are included in the test booklet.

METROPOLITAN ACHIEVEMENT TEST. Walter N. Durost, Harold H. Bixler, J. Wayne Wrightstone, George A. Prescott, Irving H. Balow, Harcourt, Brace, Javanovich, 757 Third Avenue, New York, NY 10017. 1971.

The Metropolitan Achievement Test is designed 1) to help educators evaluate pupil progress over the years, 2) to help teachers evaluate the effectiveness of instruction and plan further instruction and 3) to help administrators assess schoolwide performance. Areas tested include word knowledge, word analysis, reading, language, spelling, math computation, math concepts, math problem solving, science and social studies. Tests take approximately 40-50 minutes each. The series consists of the following levels - primer for grade K.7-1.4, primary I for grades 1.5-2.4, primary II for grades 2.5-3.4, elementary for grades 3.5-4.9, intermediate for grades 5.0-6.9, and advanced for grades 7.0-9.5. EDAC test collection includes teacher's handbook, directions and copy of test for each of the levels. For further information see Buros.

METROPOLITAN READINESS TESTS. Gertrude H. Hildreth, Nellie L. Griggith, Mary E. McGauvran, Harcourt, Brace and World, Inc. Test Department, 757 Third Avenue, New York, NY 10017. 1969.

This test is designed for use at the end of kindergarten or the beginning of first grade to assess a child's readiness to do first grade work. Subtests include word meaning, listening, matching, alphabet, numbers and copying. Total time is about 60 minutes. EDAC test collection includes manual of directions and copy of one form of the test. For further information see Buros.

MICHIGAN CONCEPTUAL ORAL LANGUAGE TEST, (COLT). John C. Larson, (COLT) Michigan Migrant Primary Interdisciplinary Project, 3800 Packard Road, Ann Arbor, MI 48104. 1969.

Designed to assess a pupil's ability to solve problems and think in terms of basic concepts in math, science, and social studies. For six year olds. Untimed test. Individual administration. EDAC test collection includes administration manual, technical report and copy of test.

MISSOURI COLLEGE ENGLISH TEST. Robert Collis, Willoghby, Johnson, Harcours, Brace and World, Inc. Test Department, 757 Third Avenue, New York, NY 10017. 1965.

For college freshmen. 40 minutes. For purpose of placing students in freshman writing classes. Assesses mechanics and effectiveness of written expression. Subtests measure areas of punctuation, capitalization, grammar, spelling, sentence style and structure and paragraph organization. EDAC test collection includes manual and copy of test. For further information see Buros.

MURPHY DURRELL READING READINESS ANALYSIS. Helen Murphy, Donald D. Durrell, Harcourt, Brace and World, Inc. Test Department, 757 Third Avenue, New York, NY 10017. 1965.

For children at end of kindrgarten or beginning of first grade. Purpose is to assess whether a child has acquired the specific skills of phoneme perception and letter recognition that are essential to successfully learning how to read. An inventory is provided of the child's ability to perceive phonemes and to recognize letters. Three subtests are included - a phoneme test, a letter names test and a learning rate test. No time limits. Should take approximately two class periods. EDAC test collection has manual of directions and copy of test booklet. For further information see Buros.

NEW BEDFORD CRITERION REFERENCED READING TEST BATTERY. Designed by National Education Program Associates, Inc., Boston, Ma. 02108. New Bedford Public Schools, 455 County Street, New Bedford, MA 02740. 1973.

This battery is designed to measure four types of reading skills - phonics and structural analysis for children in the primary grades or at a primary reading level and comprehension and reference skills for children in the intermediate grades or at an intermediate reading level. Tests are for purposes of diagnosis and measurement of achievement. Competency in each area is defined in behavioral terms and is directly related to the performance of terminal objectives of the required reading program. Tests should be administered on an individual basis but may be administered in small groups. EDAC test collection includes copy of tests, of objectives and of a manual. In three folders.

NEW BEDFORD CRITERION REFERENCED TESTS FOR TERMINAL OBJECTIVES IN MATHEMATICS. New Bedford Public Schools, 455 County Street, New Bedford, MA 02740. 1975.

This is a collection of objective based tests in mathematics. Areas covered include sets, numeration, arithmetic operations, geometry, measurement and application. There are four items to measure each objective. Teachers may arrange each objective based test in the order he/she chooses. For grades 1-6. EDAC test collection includes copies of tests. No manual.

NEW BEDFORD TESTS FOR PRIMARY MATH SKILLS. New Bedford Public Schools, 455 County Street, New Bedford, MA 02740.

These tests are designed to assess individual student progress for appropriate placement in grades 1-3. The tests are based on Elementary Mathematics, Harcourt, Brace and World, 1968, Books One by One, Two by Two and Three. EDAC test collection includes copy of tests and corresponding objectives. No manual included.

ORAL SCHOOL ATTITUDE TEST. Juan Rivera, Learning Concepts , 2501 N. Lamar, Austin, TX 78705. 1973.

This test is designed to reflect a student's perception of the school environment in three areas: interpersonal relations, student-instruction interaction and general school factor. For use with students in K-3. Individual or small group administration. EDAC test collection has copy of test manual and scoring sheet. No copy of test booklet. For other similar tests see entries under Cultural Attitude Scales and Primary Self Concept Inventory. For further information see Buros and Santillana.

ORLEANS-HANNA ALGEBRA PROGNOSIS. Joseph B. Orleans, Gerald S. Hanna, Test Department, Harcourt, Brace and World, Inc. 757 Third Avenue, New York, NY 10017. 1968.

For grades 8-11. Test is designed to predict achievement in first year algebra. Intended primarily for use during the term which precedes a student's possible enrollment in algebra. Test time is 40 minutes. EDAC test collection has manual and copy of test. For further information see Buros.

ORLEANS-HANNA GEOMETRY PROGNOSIS TEST. Joseph B. Orleans and Gerald S. Hanna, Test Department, Harcourt, Brace and World, Inc. 757 Third Avenue, New York, NY 10017. 1968.

For grades 9-11. This test is designed to predict achievement in a beginning course in geometry. It is intended primarily for use during the term which precedes a student's possible enrollment in geometry. Test time is 40 minutes. EDAC test collection includes copy of manual and test.

OTIS LENNON MENTAL ABILITY TEST. Arthur S. Otis, Roger T. Lennon, Harcourt, Brace and World, Inc. 757 Third Avenue, New York, NY 10017. 1967.

These tests were constructed to measure verbal, numerical and abstract reasoning abilities important for success in those facets of American culture where a premium is placed upon the possession of such reasoning abilities. This is not an intelligence test. It is a measure of learned or developed abilities in the broadest sense. The test is divided into six levels: primary I for the last half of kindergarten; primary II for grades 1.0-1.5; elementary I for grades 1.6-3.9; elementary II for grades 4.0-6.9; intermediate for grades 7.0-9.9 and advanced for grades 10.0-12.9. Primary I and II measure classification, following directions, quantatative reasoning and comprehension of verbal concepts. Test time is 30-35 minutes. Elementary I measures classification, following of directions, quantatative reasoning, comprehension of verbal concepts and reasoning by analogy. Test time is 55-60 minutes. Elementary II, intermediate and advanced measure verbal comprehension, verbal reasoning, figural reasoning and quantatative reasoning. EDAC test collection includes specimen sets for each level that include manual, and copy of test and a copy of a technical handbook. For further information see Buros.

PIMSLEUR LANGUAGE APTITUDE BATTERY. Paul Pimsleur, Harcourt, Brace and World, Inc. Test Department, 757 Third Avenue, New York, NY 10017. 1966.

This battery provides a basis for predicting student performance in foreign language courses in grades 7-12. It is structured on six factors that the author claims have proved to correlate highly with success in language study. These include grade point average in academic areas other than foreign languages, interest in learning a foreign language, vocabulary as an indicator of verbal intelligence, language analysis, sound discrimination and sound/symbol association. Administration time is approximately 50 minutes. EDAC test collection includes manual and copies of subtests. Not included is a pre-recorded tape that corresponds to subtests 3,4,5, and 6. For further information see Buros.

PRIMARY SELF CONCEPT INVENTORY. Douglas G. Miller, Robert Leonetti, Learning Concepts, 2501 N. Lamar, Austin, TX 78705. 1974.

This inventory is designed to measure several aspects of self concept relevant to school success. These include personal-self domain, social-self domain and intellectual-self domain. For use with children, preschool to grade 6. Small group administration. Does not require reading ability. May be administered in any language. Specifically constructed for use with the child of Spanish or Mexican descent in the Southwest. Consists of pictorial stimuli. Takes approximately 15-30 minutes. EDAC test collection includes test manual with directions in Spanish and English and test booklets-both boys' and girls' forms. For further information see Buros, Santillana, B.E.A.R.U. and ETS.

PUPIL BEHAVIOR INVENTORY. Robert D. Vinter, Rosemary C. Sarri, Darrel J. Vorwaller, Walter E. Shafer, Campus Publishers. 711 North University Avenue, Ann Arbor, MI 48108. 1966.

This inventory is a standardized rating scale that measures the extent of pupil conformity to the behavior standards maintained both officially and unofficially by school personnel. Provides a measure of behavioral and attitudinal factors that affect a student's success in school. Also may be used to identify problems and indicate a need for special services. Scale is divided into five dimensions - classroom conduct, academic motivation and performance, socio-emotional state, teacher dependence, and personal behavior. EDAC test collection includes a manual for administration and scoring, and a copy of the actual inventory. For further information see Buros.

PUPIL RECORD OF EDUATIONAL BEHAVIOR. Ruth Cheves, Teaching Resources Corporation, 100 Boylston Street, Boston, MA 1975.

For elementary school students. Measures ocular-motriz, perception, auditory perception, language development and mathematical concepts. EDAC test collection has copy of test booklet in Spanish only. No manual of instructions or other information included.

READINESS CHECKLIST TEST MANUAL. Las Cruces, New Mexico Public Schools, Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, TX 78721.

For children ages 3-6. This instrument provides a measure of the psychomotor development of children. Areas covered include general health, movement, pattern/muscular coordination, auditory skills, speech and language, personal independence and social adjustment. May be used to determine placement of child in appropriate grade level or may indicate children in need of special attention. EDAC test collection includes copy of test manual and score sheets.

ROSWELL CHALL DIAGNOSTIC READING TEST. Florence G. Roswell, Jeanne S. Chall. Essay Press Inc. 1956, 1959 and 1979.

This test measures a student's ability to read words by subtesting in the areas of consonant sounds, consonant combinations, short vowels, rule of silent e, vowel combinations and syllibications. EDAC test collection includes copy of test only. No copy of manual or instructions available. For further information see Buros.

SCHOOL ATTITUDE TEST. Earl McCallon, Learning Concepts, 2501 North Lamar, Austin, TX 78705. 1973.

This instrument is designed to assess a student's perception of the school environment by assessing his attitude towards peers, teachers and school. Three subtests - interpersonal relations, student instruction interaction and general school factor. For students in grades 4-8. Administration time approximately 30 minutes. Items are statements which students mark as accurate most of the time, accurate some of the time or not very often accurate. EDAC test collection includes copy of test manual, booklets and scoresheets in Spanish and English. For further information see Buros, Santillana and B.E.A.R.U.

SELF ESTEEM INVENTORY AND BEHAVIOR RATING FORM. Stanley Coopersmith, Department of Psychology, University of California, Davis, CA 95616. 1973.

This instrument measures self esteem in populations ranging from age 9-adult. Two forms are available. Form A provides a general assessment of self esteem that may be broken down into five subscales of general self, social self-peers, home-parents, lie scale and school-academic. Form B is a shorter scale and cannot be broken down into subscales. Subjects are presented with a variety of statements and are asked to indicate whether that statement is "like me" or "unlike me". EDAC test collection includes copies of the scales and some instructions for scoring and interpreting. A letter by the author suggests that these scales should be used primarily for research purposes.

SELF OBSERVATION SCALES. A. Jackson Stenner, and William G. Katzenmeyer, National Testing Service. 1905 Chapel Hill Road, Durham, NC 27707. 1975.

This instrument assesses a student's self concept and attitudes. There are three levels: a primary level for grades K-3, an intermediate level for grades 4-6 and a junior/senior level for grades 7-12. The primary level has five subscales - self acceptance, social maturity, school affiliation, self security, achievement and motivation. The intermediate and junior/senior levels have the same five as well as three additional ones of social confidence, teacher affiliation and peer affiliation. Administration time is approximately 30 minutes. Questions are asked in Spanish and English. EDAC test collection includes copies of administration manual and some literature but no copies of student test booklets. For further information see Santillana.

SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS (STEP), ETS. Addison Wesley Testing Service, Menlo Park, CA 1956-72.

This is a series of tests that measure writing, mathematics, basic concepts, social studies and science. For grades 4-6, 7-9, 10-12, and 13-14. Tests take 40-60 minutes. EDAC test collection includes copy of a reading test for grades 7.5-10.5. No copies of manual or other information available. For further information see Buros.

SOCIOMETRIC DESIGN TEST. Southeastern New Mexico Bilingual Program, Artesia, NM

The purpose of this test seems to be to judge a student's self perception in terms of who he would like to consider his peers and who his peers actually are. EDAC test collection has interview form only. No instructions or suggestions for interpretation or use included.

SRA ACHIEVEMENT SERIES. Robert A. Naslund, Louis P. Thorpe, D. Welty Leverver, Science Research Associates, 259 East Erie Street, Chicago, IL 60611. 1954-73.

A series of achievement tests for grades 1-9 in social studies, science, language arts, arithmetic and reading. Various levels and forms available. EDAC test collection includes copies of tests booklets for reading for grades 7-8, 9-10, and 11-12. No manual or other information available. For further information see Buros.

STANFORD ACHIEVEMENT TESTS. Eric F. Gardner, Bjorn Karson, Richard Madden, Jack C. Merwin, Herbert C. Rudman. Test Department, Harcourt, Brace, Javanovich Inc. 757 Third Avenue, New York, NY 10017. 1973 edition.

These tests are a series of comprehensive achievement tests developed to provide measurement and assessment of learning at different levels of the educational process. The 1973 edition is organized in six levels - primary level I for the middle of grade 1 to the middle of grade two measures vocabulary, reading, work study skills, mathematics concepts, mathematics computation and applications, listening comprehension and spelling (optional); primary level II for the middle of grade two to the middle of grade three measures all the above areas plus social science and science; primary level III for the middle of grade three to the middle of grade four measures the same areas as level II; intermediate level I for the middle of grade four to the middle of grade five also measures those areas; intermediate level II for the middle of grade five to the end of grade six measures the same; and the advanced battery for grades seven to the middle of grade nine measures all the above areas with the exception of listening comprehension. Administration of the complete battery at any one level takes approximately four hours. EDAC test collection includes specimen sets for each level including a manual and copy of the test. For further information see Buros. Note: The Stanford Achievement Tests have supplementary tests of which the EDAC test collection has copies. These include a Modern Mathematics Concept Test at the Intermediate II and Advanced levels, and a copy of the High School Battery which is part of an extension of the Stanford Achievement Tests to the high school level.

STANFORD DIAGNOSTIC ARITHMETIC TEST. Leslie S. Beatty, Richard Madden, Eric F. Gardner, Test Department, Harcourt Brace and World, Inc. 757 Third Avenue, New York, NY 10017. 1966-68.

This test is designed to identify needed areas of instruction in arithmetic and is intended for use in the early part of the instructional sequence. There are two levels. Level I for the end of grade two to the middle of grade four measures concepts of numbers and numerals, computation and number facts. Level II for the middle of grade four to the middle of grade eight measures concepts of numbers and numerals, computation with whole numbers, common fractions, decimal fractions and per cent and number facts. Each level takes 3-5 hours to administer in its entirety. EDAC test collection includes specimen sets for each level. For further information see Buros.

STANFORD DIAGNOSTIC READING TEST. Eric F. Gardner, Bjorn Karlsen, Richard Madden. Test Department, Harcourt, Brace and World, Inc., 757 Third Avenue, New York, NY 10017. 1966-68.

These tests are designed to identify needed areas of instruction in reading and are intended for use in the early part of the the instructional sequence. There are three levels. Level I for the middle of grade two to the middle of grade four measures reading comprehension, vocabulary, auditory discrimination, syllibication, beginning and ending sounds, blending and sound discrimination. Level II for the middle of grade four to the middle of grade eight measures reading comprehension, vocabulary, syllibication, sound discrimination, blending and rate of reading. Level III for use at the high school level and early college level measures reading comprehension, word meaning, word parts, phonetic analysis, structural analysis, scanning and skimming and fast reading. Tests at each level take 2-3 hours to administer. EDAC test collection includes specimen sets for each level. For further information see Buros.

STANFORD EARLY SCHOOL ACHIEVEMENT TEST. Eric F. Gardner, Richard Madden, Test Department, Harcourt, Brace and World, Inc. 757 Third Avenue, New York, NY 10017. 1969.

This test is designed to provide a measure of children's cognitive abilities upon entrance to kindergarten, during and at the end of kindergarten, and at the beginning of and during grade one. Level I does not assume a prescribed curriculum. It is intended to assess the backgrounds of the children entering kindergarten in order to establish the baseline for instruction. This test is not a readiness test. Measured in the level I test are environment, mathematics, letters and sounds and aural comprehension. Level II assumes that children have had some formal instruction and is meant to be used as an achievment test. It measures the same areas as are measured in level I with the addition of word reading and sentence reading. Each level takes one and a half to two and a half hours to administer. EDAC test collection has specimen sets for each level including manual and copy of test. For further information see Buros.

STANFORD TEST OF ACADEMIC SKILLS (TASK). Robert Callis, Eric F. Gardner, Richard Madden, Jack C. Merwin. Test Department, Harcourt, Brace Javanovich, Inc., 757 Third Avenue, New York, NY 10017. 1973.

The purpose of these tests is to provide for a wide range measurement of achievement in the three "r"s. Scores obtained on these tests have been tied to the Stanford Achievement Tests through an expanded standard score scale so that continuous measurement is possible. There are two levels of this test each measuring reading, English and mathematics. The levels are level I for grades 8,9, and 10, and level II for grades 11, 12 and community college freshmen. Each of the tests at each level takes 40 minutes to administer. EDAC test collection includes specimen samples of both levels. For further information see Buros.

SURVEY OF SCHOOL ATTITUDES. Thomas P. Hogan, Test Department, Harcourt Brace, Javanovich, Inc. 757 Third Avenue, New York, NY 10017. 1975.

This instrument was developed to provide teachers with an assessment of children's reactions to the subject areas of reading, language arts, mathematics, social studies and science. This information should be helpful to teachers in planning effective ways of presenting the subject material. In the test students are asked to indicate whether they "like", "dislike", "are not sure about", or "don't care about" the various activities under the above subject areas. There are two levels - a primary level for grades 1-3 and an intermediate level for grades 4-8. No time limit. Level I takes approximately 40 minutes in two sittings and level II takes approximately 30 minutes in one sitting. EDAC test collection includes specimen sets for each level.

TRI-CULTURAL ATTITUDE SCALES. Perry A. Zirkel, Urban Research Group, 306 West 16, Austin, TX 78701. 1973.

Measures cultural attitudes and cultural knowledge for three groups- Black Americans, Anglo Americans and Puerto Ricans. Directions in English and Spanish. EDAC test collection has copy of test booklet. No instructional manual. For further information see Buros. (Maybe under another name in Santillana.)

TESTS IN OTHER LANGUAGES

SEATTLE SCHOOL DISTRICT. Basic Bilingual Services Project, ESEA Title VII, Seattle, WA. 1977-78.

The Seattle school district developed a series of mathematics and reading tests based upon the public school curriculum. The mathematics tests consists of six separate tests covering grades 1-6. The reading tests consist of five levels covering grades K-12. EDAC test collection includes copies of mathematics and reading tests in the following languages: ILOKANO, KOREAN, SAMOAN and PILIPINO. Copies of the tests are available in all languages and copies of teachers' manuals are available for all but the Samoan and Pilipino math and reading tests.

ARMENIAN

PROPOSED ARMENIAN PLACEMENT AND EXIT PROCEDURES. Watertown Public Schools, Watertown, MA. 1978-79.

This is a placement test for students at the junior high school level to determine placement in the bilingual program. EDAC collection includes instructions and copy of test booklet.

GREEK

PROFICIENCY TESTS IN MODERN GREEK. Greek Orthodox Archdiocese of North and South America, Department of Education.

Elementary level. EDAC collection includes instructions and copy of test booklet. Also copy of another test. No indication of what it is.

ITALIAN

BOEHM TEST OF BASIC CONCEPTS (Italian version). Ann E. Boehm. The Psychological Corporation, 757 Third Avenue, New York, NY 10017. 1971.

For description of this test see entry under Boehm Test of Basic Concepts in the section entitled General Tests or see entry under Prueba Boehm de Conceptos Basicos under the Spanish Language Test Section.

CASO TWO LANGUAGE BATTERY OF TESTS. Adolph Caso. Branden Press Inc., Box 843, 21 Station Street, Brookline Village, Boston, MA 02147. 1981.

For all grade levels and adults. This test is primarily a language dominance and proficiency instrument. However may be used for other purposes. For full description refer to entry under section on Spanish language tests. Copy of test will be found in files under Spanish language test section.

JAPANESE

TEST OF AURAL PERCEPTION IN ENGLISH FOR JAPANESE STUDENTS. Robert Lado and R.D. Andrade, English Language Institute, University of Michigan, Ann Arbor, MI. 1950.

Tests a student's grasp of significant contrasts within the English sound system without recourse to reading or writing. Yields diagnostic information. EDAC test collection includes copy of examiner's booklet and copy of test.

POLISH

Shutt Primary Language Indicator Test (SPLIT). D.C. Shutt, McGraw Hill Book Company, Webster Division, Redwood Highway, Novato, CA 94947. Polish edition. 1976.

EDAC collection includes copy of the test. For full explanation see entry for Shutt Test in Spanish Language Test section.

VIETNAMESE

CASO TWO LANGUAGE BATTERY OF TESTS. Adolph Caso. Branden Press Inc., Box 843, 21 Station Street, Brookline Village, Boston, MA 02147. 1981.

For all grade levels and adults. This test is primarily a language dominance and proficiency instrument. However may be used for other purposes. For full description refer to entry under section on Spanish language tests. Copy of test will be found in files under Spanish language test section.

PRESCHOOL SCREENING SYSTEM. Peter K. Hainsworth and Marian L. Hainsworth., ERISYS. Box 1635, Pawtucket, RI 02862. 1980.

As part of the Early Recognition Intervention Network, the Preschool Screening System (PSS), is an individually administered screening test of learning efficiency combined with a parent questionnaire used as a first step toward recognizing and responding to the special learning needs of preschool or kindergarten children. The primary use of this screening system is to quickly survey the learning skills of large numbers of children entering kindergarten or nursery school so that the curriculum may be better adapted to their needs. It can also serve as part of a more detailed assessment of individual children. The PSS has Spanish, French, Portuguese, and Cape Verdean adaptations, which must be used in conjunction with the English manual.

EARLY RECOGNITION INTERACTION NETWORK. Peter K. Hainsworth, Marian L. Hainsworth, and Donna Carroll. 376 Bridge St., Dedham, MA 02076.

The ERIN program consists of the Getting Started level, the Starter Evaluation Kit, the Coordinator Kit, the Follow-up level, the Elbow-up Evaluation Materials, and the Coordinator Kit.
The Getting Started level teachers' kit has a complete set of six curriculum tools for implementing the starter level of the ERIN program. The Starter Evaluation kit is also known as the Preschool Screening System. The PSS is an individually administered screening test of learning efficiency combined with a parent questionnaire used as a first step towards recognizing and responding to the special learning needs of preschool or kindergarten children. The coordinator kit includes the above teacher and evaluation kits, plus film strips and materials for program development and inservice training. The follow-up level teachers' kit contains a complete set of curriculum books and accompanying teaching materials for extending the curriculum and providing detailed teaching programs for children. The Coordinator kit includes the follow-up level teachers' kit, the follow-up evaluation materials, plus filmstrips and materials for program and staff development.
The 2 files contain the PSS English, Spanish, French, Portuguese, and Cape Verdean manuals, and three Getting Started books.

WOODCOCK-JOHNSON PSYCHO-EDUCATIONAL BATTERY. Teaching Resources Corporation, 100 Boyston Street, Boston, MA 02116. 1977.

The Woodstock-Johnson Psycho-Educational Battery is a wide-range comprehensive set of tests for measuring cognitive ability, achievement, and interest. The tests are individually administered and norms are provided from the preschool to geriatric levels. Part One of the Battery contains twelve subtests. Scores from clusters (two or more subtests) provide information regarding a subject's cognitive ability and scholastic aptitudes. Part Two contains ten subsets measuring several aspects of scholastic achievement. Part Three contains five subtests measuring level of preference for participating in various scholastic and non-scholastic forms of activity. The complete battery costs $79.00.

The file contains the Woodstock-Johnson Psycho-Educational Battery

technical report, a brief description of the Battery with an order form, a paper for presentation at the Third International School Psychology Colloquium, a letter inviting educators to a meeting on the Spanish Psycho-Educational Battery, and photocopies of the Spanish-English Language Proficiency Batteries Response Booklet.

WOODCOCK LANGUAGE PROFICIENCY BATTERY--SPANISH FORM. Richard W. Woodcock, Teaching Resource Corporation, 50 Pond Road, Hingham, MA 02043. 1981.

The term "language" in the context of the Woodcock Language Proficiency Battery--Spanish Form (WLPB-Span), is not limited to oral language but also includes the skills of reading and writing. The breadth of language measures included in the WLPB-Span and its wide age range (preschool to geriatric) makes possible a variety of applications in noneducational as well as educatinal settings. The WLPB-Span is appropriate for individual evaluation, selection, and placement, individual program planning, orientation, appraising growth and gains, program evaluation, and research.

The file contains WLPB-Span Examiners' Manual, the WLPB-Span, and response booklets.

WOODCOCK LANGUAGE PROFICIENCY BATTERY. Richard W. Woodcock, Teaching Resource Corporation, 50 Pond Road, Hingham, MA 02043. 1980.

The Woodcock Language Proficiency Battery (WLPB) is a wide range set of subtests for measuring proficiency in oral language, raeding, and written language. The tests are individually administered and norms are provided from age three to the geriatric level. The WLPB contains eight subtests. Three of these are measures of oral language ability. Three other subtests measure aspects of reading ability in English. The remaining two subtests measure certain written language skills (punctuation, capitalization, spelling, and usage). The WLPB may be administered in its entirety, or single subtests or clusters of subtests may be administered to meet specific individual assessment or program evaluation needs.

The file contains the WLPB (English form), the Examiners' Manual or the WLPB, and response booklets.

COMPREHENSIVE TESTS OF BASIC SKILLS. Published by CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940.

The Comprehensive Tests of Basic Skills (CTBS) measure the level of attainment of language, number, and problem-solving skills required for academic study and for everyday needs out of school. In the CTBS, forms S and T, the items are classified by a taxonomy of intellectual skills across content areas of reading, language, mathematics, reference skills, science, and social studies. This process/content classification assures that results are readily usable for instructional planning and student guidance. CTBS/S and T may be used for individual and group growth comparisons over an extended period of time because of the continuous scale provided which runs from kindergarten through grade twelve.

The two files contain a CTBS brochure, a CTBS information booklet, a CTBS Level 4 Form S test, a Level 4 Form S examiners' manual, 2 CTBS Level 4 Form S answer sheets, a CTBS reading and reference skills answer sheet, a

CTBS combination answer sheet, a class record sheet, the Level C Form S answer key, a CTBS Assessment System Book, the test coordinator's handbook for all levels, a Level C form S Student Profile Sheet, an Examiner's Manual for Level _ Form S, Examiner's Manual, Level 2, Form S, and a CTBS Level 2 Form S test booklet.

CTBS Espanol and SERVS. CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940.

The Comprehensive Tests of Basic Skills, Spanish Edition (CTBS Espanol) is a Spanish-language adaptation of the CTBS reading and mathematics tests. It was developed by the Norwalk-La Mirada Unified School District in Southern California. The Spanish and English editions of CTBS have five comparable levels spanning grades one through eight.
The Spanish/English Reading and Vocabulary Screening Test (SERVS) is a pretest developed for use ith CTBS Espanol and other Spanish-language achievement tests. It is used to help determine the student's dominant language and it also gives bilingual practice in the mechanics of taking tets.
The CTBS and SERVS benefits are: the CTBS Espanol was adapted from and relates to the highly popular CTBS/S; SERVS helps determine whether a student should be tested with Spanish or an English version of an achievement test; it reduces student frustration and inappropriate testing; and information is provided for evaluating the achievement of individual students and for evaluating the results of bilingual programs.
The file contains a CTBS Espanol and SERVS information sheet, a CTBS Espanol and SERVS Technical Report, the SERVS examiner's manual for all forms, SERVS screening sheets forms BC, HS, and MS, SERVS tests, CTBS Espanol Examiner's manuals Level B, C, 1, 2, 3, and CTBS Espanol test booklet B, C, 1, 2, and 3.

Basic Skills Assessment Program. Addison-Wesley Testing Service, 2725 Sand Hill Road, Menlo Park, CA 94025.

The Basic Skills Assessment is a national testing program designed to help secondary schools establish minimum competencies in reading, writing, and mathematics for grades 7-12. The Basic Skills Assessment is used to identify students deficient in basic skills, evaluate effectiveness of basic skills programs, locate skills areas requiring remediation, group students for instruction, and to assist districts in determining local minimum performance standards.
The file contains a Basic Skills Assessment information booklet, directions for administering the multiple-choice tests, a reading, writer's skills, and mathematics test booklet, a manual for setting standards on the Basic Skills Assessment tests, a writing sample booklet, and an answer sheet.

The Maculaitis Assessment Program: Multi-Purpose Tests for Non-Native Speakers of English in Grades K-11. Jean D'Arcy Maculaitis, Ph.D., ESL Measurement and Evaluation and TESOL Department, New York University. The Alemany Press, Ltd., PO Box 5256, San Francisco, CA 94101. 1982.

The MAC can be used to: a) provide a measure of an LEP student's global as well as specific English language proficiency; b) provide a measure of the student's academic achievement in his/her second language, i.e., English; c) provide specific diagnostic information about the student; d) determine whether a non-native student should be put into an ESL/BE program; and e) assist in establishing exit criteria from the program(s). The MAC tests oral expression, listening comprehension, vocabulary knowledge, reading comprehension, writing ability, and basic concepts (color and shape, and letter and number identifications) in grades K-12.
The file contains 2 MAC information books, and MAC Language Assessment Program January 1983 price list.

The Kaufman Assessment Battery for Children. Alan S. Kaufman and Nadeen L. Kaufman. American Guidance Service Publishers' Building, Circle Pines, MN. 55014. 1983.

The Kaufman ABC is an individually administered measure of intelleigence and achievement for children aged 2 1/2 to 12 1/2 years. It separates intelligence from achievement or knowledge of facts. Unlike other instruments which combine problem-solving and acquired knowledge in a single measure of intellectual skills, the battery contains scales for measuring the two types of mental processing abilities (simultaneous and sequential), and a separate scale for measuring achievement. Costs for a complete K-ABC kit with a shelf box is $135.00; with a carrying case, it is $152.00.
The file contains a booklet explaining the K-ABC.

Secondary Level English Proficiency Test. School Service Program, Secondary Level English Proficiency Test, Box 2870, Princeton, NJ 08541.

The Secondary Level English Proficiency (SLEP) test is a measure of ability in two primary areas: understanding spoken English and understanding written English. It is designed for use with students entering grades seven through eleven whose native langauge is other than English. The results of the test can be very helpful in making placement decisions related to the following: assignment to English-as-a-second-language (ESL) classes, placement in a mainstream English-medium program, exemption from a bilingual program, and exit from an ESL program. Basic test materials (25 test books, 50 answer sheets, 1 cassette, 2 scoring keys, and a manual for administering SLEP) is $75.00.
The file contains a sample SLEP test, a cassette tape, SLEP school service program, and the SLEP manual for administering SLEP.

Test of Basic Skills in English. Office of Evaluation, Department of Education, Rey, Puerto Rico. 1964.

The test is for grades four through six. Part I of the test is entitled Language, with subtests in aural perception, word usage, spelling, and sentence structure. Part II, Reading, has subtests entitled reading, vocabulary, synonyms, antonyms, and reading comprehension.
The file contains the Test of Basic Skills in English test booklet.

Parent Questionaire on Bilingual Education. Vineland Board of Education and Jersey City State College. Disseminatio Center for Bilingual Education, 6504 Tracor Lane, Austin, TX 78721. 1981.

and

Parent Attitudes Toward Bilingual Education. Las Cruces Public Schools, Dissemination Center for Bilingual Education, 6504 Tracor Lane, Austin, TX, 78721. 1974.

and

Parent Attitudes Toward Education Scale. Las Cruces Public Schools. Dissemination Center for Bilingual Education, 6504 Tracor Lane, Austin, TX, 78721. 1974.

and

Parent Questionaire. Las Cruces Public Schools, Dissemination Center for Bilingual Education, 6504 Tracor Lane, Austin, TX 78721. 1975.

These instruments were developed for use with parents of children participating in bilingual education programs. The questionaire can be administered by personal interview, group interview, telephone, or by mail. The information gathered has several uses, among them: to determine how well project personnel have communicated with parents involved in bilingual education; to provide information on how to modify the instructional program; to evaluate the parent involvement component of the program; to provide information on specific children in terms of their emotional adjustment to the program; and to identify specific parents who may need to be involved more fully in the program.

The System of Multicultural Pluralistic Assessment (SOMPA). Jane R. Mercer and June F. Lewis. The Psychological Corporation, A Subsidiary of Harcourt Brace Jovanovich, Inc.

To meet the need for more suitable evaluation procedures, this system of assessment provides a means of looking at the whole child. A parent or the most knowledgeable adult responsible for the child is interviewed about the child's nonacademic behavior and ability to function in everyday life. Information about significant health problems since the child's birth is recorded and scored, as well as basic facts about family characteristics and family influence on the child. Additionally, the child takes a mental ability test, a test of perceptual maturity, a vision examination, a hearing test, and a special test of physical dexterity. SOMPA therefore gives a measure of cognitive abilities, sensory-motor abilities, and adaptive behavior, yielding an estimate of the child's learning potential. SOMPA provides the school or agency with a basis for reaching sound educational decisions which take sociocultural and health and physical factors into account.
The file contains the SOMPA Parent Interview materials, student assessment materials, and the technical manual.